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GRADE 7

SOCIAL STUDIES



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CLASSROOM
ASSESSMENT
MATERIALS

GRADE 7

SOCIAL STUDIES



CLASSROOM
ASSESSMENT
MATERIALS

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The Classroom Assessment Materials

Background

The Classroom Assessment Materials Project (CAMP) was launched in 1994 in response to Alberta Education's goal of establishing and effectively communicating clear learning outcomes and high standards for each area of learning. As well, the project is a response to teachers' ongoing requests for high-quality assessment materials to use in their classrooms. CAMP also addresses the need for a common understanding of provincial standards that is frequently expressed by parents, teachers, school administrators, and other public spokespeople.

Although Alberta teachers and Alberta Education developed the Classroom Assessment Materials for teachers to use in Alberta's schools, educators from other provinces and countries have indicated that these materials have considerable potential for their jurisdictions.

Development

Alberta Education staff have worked closely with teachers from all over Alberta to design and develop the Classroom Assessment materials. A project advisory committee with representation from key education organizations, including the Alberta Teachers' Association, provided essential advice and direction for the overall shape and philosophy of the project. Teachers have contributed in numerous and invaluable ways. They have:

- selected resource material and data bases
- developed questions and activities
- validated materials
- offered their time and classrooms for field testing and pilot testing
- provided advice about administration and manageability
- served on revision committees
- provided advice regarding the articulation of expectations from grade to grade/course to course and across subjects
- written and revised scoring criteria
- selected examples of students' work and written commentaries about them
- confirmed that the standards represented and expressed in the final materials are appropriately demanding, faithful to *Program of Studies* expectations, and clearly expressed or illustrated.

Without the dedication and professionalism of Alberta teachers, this project would not have happened.

Purpose of the Classroom Assessment Materials

The Classroom Assessment Materials are summative assessment packages. They are designed to be used by classroom teachers to assess students' achievement of the learning outcomes specified in the *Program of Studies* relative to clearly stated standards.

The assessment activities in the CAMP materials are designed to be administered in a classroom setting at times that suit the needs of the teacher and her or his students. The materials are not suitable for any other assessment purpose (e.g., diagnostic assessment, pre-instruction assessment, evaluation of instructional practice, system-wide assessment, program evaluation, teacher evaluation), and therefore they may not be used for any purpose imposed by any authority external to the classroom.

Contents of Each Set of Classroom Assessment Materials

Each set of Classroom Materials contains three “documents”:

- a *Teacher Manual* with complete information about the assessment activities, their relation to the *Program of Studies*, the weighting of assessment components, statements of standards, and administration instructions including scoring criteria and details for calculating students’ marks
- complete *Student Materials*—all of the information, tests, and booklets that students will need for each component
- *Examples of Students’ Responses* that show actual student work in relationship to the scoring criteria, along with explanatory commentary

For each grade, subject, and/or course, there are several assessment components that work together to provide teachers and parents with a broadly based portrait of a student’s achievement of the expectations for students learning at the end of that grade/course.

Each set of assessment materials includes a variety of activities—selected-response questions, short written-answer questions, extended writing activities, performance tasks such as lab experiments, problem-solving activities, and oral presentations. All activities are designed to interest students and to be of direct and practical use for teachers. All are directly related to learning outcomes from the *Program of Studies*.

Effective Use of the Classroom Assessment Materials

Teachers may use the Classroom Assessment Materials whenever they want to find out about a student’s performance in relation to set standards for the end of that grade/subject/course. The materials were developed with the following questions in mind:

- What knowledge, skills, and attitudes should a student have firmly in place before he or she moves to the next grade or course?
- How well should students completing the learning outcomes for a particular grade/subject/course do what is expected of them?
- What does acceptable work for a grade/subject/course look like?
- What does excellent work for a grade/subject/course look like?

Teachers may administer the components in whatever order suits their classroom assessment needs; however, the components are designed to be used together. Only the complete set of assessment activities will provide a portrait of how well a student has met the standards for that grade/subject/course. Teachers may photocopy the materials as their needs require.

Acknowledgements

This project has come to be because of the remarkable cooperation of school jurisdictions, hundreds of teachers and principals, and thousands of students. From everyone on the project teams—thank you.

The project teams also wish to thank the following organizations without whose consultation and advice the project would not have progressed:

Alberta Teachers' Association
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The Alberta Education CAMP team members from the *Curriculum Standards Branch*, *Alberta Distance Learning Centre*, *Language Services Branch*, and the *Student Evaluation Branch*.

CAMP Project Leaders

Frank Horvath and Elana Scraba

CAMP Subject Coordinators

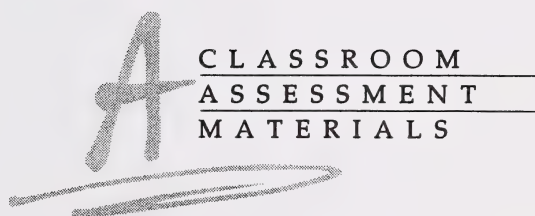
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GRADE 7
SOCIAL STUDIES
TEACHER MANUAL



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In addition to this *Teacher Manual*, the Grade 7 Social Studies Classroom Assessment Materials includes a complete set of *Student Materials* and *Examples of Students' Responses*.

The Grade 7 Social Studies Classroom Assessment

- ***Overview of the Assessment***
- ***Components of the Assessment***
- ***General Learning Outcomes***
- ***Blueprint of the Assessment***
- ***Description of Standards***

Overview of the Assessment

Type of Assessment	Part/Activity	Time	Mark Allocation	Percent Allocation
Performance Assessment	Part A: Reading for Information	120 min.	N/A	40
	Part B: Answering Questions		N/A	
	Part C: Interpreting Information		18	
	Part D: Brainstorming		N/A	
	Part E: Communicating Ideas		36	
	Total Performance Assessment		54	40
Selected-Response & Written-Response Exam	Selected-Response Questions	90 min.	50	60
	Written-Response Question		20	
	Total Selected-Response & Written-Response Exam		70	60
TOTAL		210 min	124	100

Components of the Assessment

Along with this Teacher Manual for Grade 7 Social Studies, the assessment package consists of:

- **Student Booklet: Performance Assessment**
Students are asked to prepare for the visit of a Japanese student to Canada. They review aspects of culture in Japan and prepare information about Canada for the Japanese student.
- **Resource Booklet: Performance Assessment**
Life in Japan is presented through photographs.
- **Selected-Response & Written-Response Exam**
There are 50 selected-response questions and 1 written response question in this component. In the latter, students are asked for their ideas on what would be an ideal culture for Canada.
- **Examples of Students' Responses**

General Learning Outcomes

The following statements of learning outcomes summarize the knowledge, skills, and attitude objectives from the Program of Studies for Grade 7 Social Studies. They are intended to provide teachers with the important learnings expected of students upon completion of the course. These outcomes were used to assist in the development of the assessment materials included in this package, and are not listed in any particular order of priority.

Upon completion of Grade 7 Social Studies, students will be able to:

- Investigate questions and issues for inquiry that focus on culture, cultural transition, and the bilingual and multicultural nature of Canada.
- Demonstrate understanding that culture is a learned way of life shared by a group of people.
- Demonstrate understanding that cultural transition occurs as a result of internal and external influences.
- Demonstrate understanding that the policies of bilingualism and multiculturalism recognize and respect Canada's basic nature.
- Differentiate between main and related ideas.
- Write from a single point of view to defend a decision or to support a position.
- Identify relationships among variables within charts, graphs, and tables.
- Identify the purposes, messages and intended audience of visual communication and/or make notes that outline the main and related ideas with teacher assistance.
- Read and interpret maps to identify relationships.
- Compare information drawn from two or more sources and draw conclusions about basic aspects of culture, cultural transition, and of the bilingual and multicultural nature of Canada.
- Determine values underlying a position.
- Categorize information to develop concepts.
- Participate in a variety of settings, including informal, small groups and whole class discussions by observing the courtesies of group discussion and contributing to the group and group processes.
- Demonstrate appreciation and respect for all people, and sensitivity to the customs and beliefs of cultural peoples other than their own.

Blueprint of the Assessment

Question Distribution by Topic and Concept											
Topic A Culture					Topic B Cultural Transition: A Case Study of Japan			Topic C Canada: A Bilingual and Multicultural Country			
Knowledge/Skills	Communi- cation	Socializ- ation	Beliefs/ Values	Role	Agents of Change	Transi- tion	Cultural Retention	Cultural Heritage	Cultural Groups	Bilingua- lism	Multi- culturalism
	S/R 1, 5	S/R 4, 14, 2, 8, 7	S/R 10, 11	S/R 12, 3, 9	S/R 18, 21	S/R 17, 20, 27	S/R 19, 28	S/R 40	S/R 39	S/R 41	S/R 36
Process Skills	Locating, interpreting, and organizing	S/R 6 PA: Part A			S/R 22, 24, 25, 30, 32 PA: Part B PA: Part C			S/R 34, 35, 37, 38, 44, 47 PA: Part A PA: Part E W/R: Part B			
	Analyzing, synthesizing, and evaluating	S/R 13, 15, 16			S/R 23, 26, 29, 31, 33 PA: Part C			S/R 42, 43, 45, 46, 48, 49, 50 W/R: Part B PA: Part D PA: Part E			
Communication Skills	Expression and presentation of information and ideas	W/R: Part B PA: Part D PA: Part E			PA: Part B PA: Part C			W/R: Part B PA: Part D PA: Part E			
Participation Skills	Skills that help one interact with others	PA: Part D			PA: Part B			PA: Part D			

Description of Standards

The following achievement statements describe what Grade 7 Social Studies students who meet the *acceptable* and *excellent* standards of achievement know and can do upon their completion of the course. These statements represent provincial standards against which student achievement can be measured.

Acceptable Standard

Students who meet the *acceptable standard* in Grade 7 Social Studies demonstrate a basic understanding of the knowledge (generalizations, concepts, and related facts), and skills (process, communication, and participation) that are fundamental to the program.

Students who meet the *acceptable standard* know that culture is a learned way of life shared by a group of people and that cultural transition or change results from both internal and external influences. They also understand that Canada is a bilingual and multicultural country that contains many different cultural groups. They have a basic understanding of the concepts of communication, socialization, beliefs/values, role, agents of change, transition, cultural retention, cultural heritage, cultural groups, bilingualism, and multiculturalism.

Grade 7 Social Studies students who meet the *acceptable standard* differentiate between main and related ideas, and identify points of view in cartoons, pictures, and photographs. They also compare information from two or more sources, draw conclusions, categorize information, and make generalizations about culture.

Grade 7 Social Studies students who meet the *acceptable standard* express information and defend their ideas in written and oral form. They work effectively and cooperatively with others.

Standard of Excellence

Students who meet the *standard of excellence* in Grade 7 Social Studies have demonstrated understanding of most, if not all, of the generalizations, concepts and related facts that are fundamental to the course. They demonstrate a clear understanding that each human society has particular patterns of behaviour that make up its culture and that all cultures have some common characteristics as well as each having some unique characteristics. They know that cultures change, and they draw upon examples from the case study of Japan. They also demonstrate an excellent understanding of Canada as a bilingual and multicultural country.

Students achieving the *standard of excellence* deal with details and ideas. They can organize, interpret, analyze, and synthesize a variety of source materials.

Administering and Scoring the Assessment Component

- ***General Instructions***
- ***Performance Assessment***
- ***Selected-Response &
Written-Response Exam***
- ***Credits***

General Instructions

The components of this assessment package are listed on page 3. It is important for you to have a clear understanding of the various assessment activities that your students will be participating in, as well as the key roles that you will play in administering the different parts of the assessment package.

Administration and Student Motivation

Decide when you will administer the Performance Assessment and the Selected-Response & Written-Response Exam and inform your students of these dates well ahead of time. The Selected-Response & Written-Response Exam should be given when Grade 7 Social Studies students would normally write their final exam. The timing of the administration of the Performance Assessment is somewhat more flexible, but it is also designed for and intended to be **summative**, meaning that it tests end-of-course outcomes. Therefore, the administration of the Performance Assessment should occur as close as possible to course completion.

To motivate students to do their best, these assessments must be given the emphasis that final exams would normally receive and weighted accordingly in your final mark calculation for the course. For that purpose, you will find a **Student Mark Calculation/Class Record Form** on page 27 of this manual.

Calculating and Recording Student Achievement

Scoring Criteria and an answer key are provided in this manual, beginning on page 12. In order to use the scoring criteria in the most consistent manner possible, you are strongly encouraged to read a broad selection of student work before you begin. In this way, you can appreciate the range and variety of responses and align them with the descriptors in the scoring criteria. You will also find it useful to examine the Examples of Students' Responses which is part of this package.

Record students marks for each part of the assessment on the Student Mark Calculation/Class Record Form on page 27.

Performance Assessment

The overview below also appears at the beginning of the Student Booklet. You may wish to review it with your students before they begin the Performance Assessment.

Overview

Part/Activity	Page	Group/ Individual	Time	Marks
Part A: Reading for Information	1	Individual	5 min.	N/A
Part B: Answering Questions	3	Group	15 min.	N/A
Part C: Interpreting Information	4	Individual	40 min.	18
Part D: Brainstorming	6	Group	15 min.	N/A
Part E: Communicating Ideas	8	Individual	45 min.	36
TOTAL			120 min.	54

Administration

The Performance Assessment will take your students 120 minutes to complete. It should be administered as close to the end of the course as possible. The blueprint on page 5 indicates the curricular areas which are assessed by the various activities within the Performance Assessment. This assessment is designed to be summative but does not cover the entire course. Rather it focuses on selected concepts from the Program of Studies and assesses communication skills as well as students' knowledge. Please provide your students with some advance information before they begin the assessment.

Decide when you will administer the Performance Assessment. To ensure the reliability of results, the circumstances under which students are assessed must be consistent. **Consequently this assessment should be administered in one block of time.**

The Grade 7 Social Studies Performance Assessment includes a group activity. Prior to beginning the Performance Assessment, divide your class into groups of 3 to 5 students each.

Components of the Performance Assessment

- Student Booklets
- Resource Booklets

Scoring and Recording of Marks

After the Performance Assessment has been administered, mark your students' responses using the scoring criteria on pages 12 to 15 of this manual. Examples of student work for Part E are included in the Examples of Students' Responses. Once you have completed the marking, record the marks on the Student Mark Calculation/Class Record Form on page 27.

Sequence of Activities for the Performance Assessment

Time	Activity
	Introduce students to the Performance Assessment. Each student should have a Student Booklet and a Resource Booklet. Students will be placed in small groups of 3 to 5 students for Parts B and D of this Performance Assessment. Please have groups selected <i>before</i> beginning the Performance Assessment.
5 minutes (Individual)	PART A: Reading for Information <ul style="list-style-type: none"> Students are to read the Introduction and letter in the Student Booklet Indicate to students that if they finish before others they are to wait for your instructions before going on to Part B.
15 minutes (Group)	PART B: Answering Questions <ul style="list-style-type: none"> Place students into their prearranged groups of 3 to 5 students. Students are to underline and number the nine questions in Toshio's letter and discuss the answers in their groups. Members of the group should record answers in point form in their Student Booklets.
40 minutes (Individual)	PART C: Interpreting Information <ul style="list-style-type: none"> Students use information from the Resource Booklet to answer questions in the retrieval chart. This is an individual activity. Answers are to be expressed in complete sentences or complete thoughts. Indicate to students that if they finish before others they are to wait for your instructions before going on to Part D.
15 minutes (Group)	PART D: Brainstorming <ul style="list-style-type: none"> Place the students into the same arrangement used for Part B. Students are to brainstorm the answer to the following question: What are the things Toshio should know about life in Canada? Each student should record the brainstorming ideas of the group in their own student booklets. Group members should respond to the questions about their group work found on page 7 of their student booklets.
45 minutes (Individual)	PART E: Communicating Ideas <ul style="list-style-type: none"> Students are to individually complete this final activity. Remind students that they will not be marked on their artistic ability but for the ideas that visually represent the aspect of Canadian life on which they have chosen to focus. The writing under each square should reinforce the ideas they have expressed visually.

Scoring the Performance Assessment

Part A: Reading for Information

Students are asked to read the letter from Toshio. There are no activities to be marked.

Part B: Answering Questions

This is a focusing activity done in a group setting. During this activity you are encouraged to use the Participation Skill Checklists on pages 25 and 26. There are no marks awarded for this focusing activity.

Part C: Interpreting Information

Retrieval Chart

The following scoring criteria is to be used for the first question in the chart.

Grade 7 Social Studies

Scoring Criteria

2	Student identifies correct location. These may be a variation of 1° in responses.
1	Student identifies one of the readings correctly within 1°, either latitude or longitude.
0	Insufficient or blank

Question

Toshio lives in Takayama, Japan. Find Takayama on the map on page 1. What is the exact location of Takayama? Use latitude and longitude in your answer.

Possible Answer: 36°N 137°E

The following scoring criteria pertains to the remaining questions.

Grade 7 Social Studies

Scoring Criteria

2	<ul style="list-style-type: none"> • Provides two specific examples relevant and directly related to the task. • Communicates clearly in a complete sentence, or as a complete thought.
1	<ul style="list-style-type: none"> • Provides one specific example relevant and directly related to task. • May be incomplete sentence or incomplete thought.
0	Insufficient or blank

Question

*What kind of communication do you see represented in the pictures?
Give at least two examples.*

Possible Examples: Speaking, listening through headphones, writing, conversation at market, people reading newspapers at train, music in the park, calligraphy writing, speaking to take orders at MacDonalds, paper for high school students, television

Question

What are some of the activities that people are engaged in? Give at least two examples.

Possible Examples: School, commuting, research, shopping, playing music, writing calligraphy, baseball, Kendo, eating, marriage, tea ceremony, video games, working

Question

What kind of institutions do you see in the pictures? Give at least two examples.

Possible Examples: Social—School, Television/Media, Tea house, Temple/Church/Religion, Sports Teams, Music Group, School
Economic—Restaurants, Train, Market, Laboratory

Question

What evidence of customs and traditions can you find? Give at least two examples.

Possible Examples: Customs—Lining up for transportation, music, outdoor market, baseball, chopsticks
Traditions—Calligraphy, Kendo, Kimonos, Tea ceremony

Question

What beliefs and values do you see being expressed in the pictures? Give at least two examples.

Possible Examples: Schooling/learning: classroom, class schedule, calligraphy

Order: Train line

Active/Physical: Sports

Expression/Arts: Music

Question

What kinds of roles do you see represented in the pictures? Give at least two examples.

Possible Examples: Student, business people, bride/groom, service people, employees, musician/entertainer, athlete, friends, mother/daughter

Question

What evidence of cultural change do you see in the pictures? Give at least two examples.

Possible Examples: traditional/modern sports, traditional/modern business people, traditional/modern arts/entertainment, traditional/modern restaurants, traditional/modern friendships

Question

What other things do you see that would help you to understand Japanese culture? Give at least two examples.

Possible Examples: Changes, Transition, Mixture of old and new

Calculation of Marks for Part C: Interpreting Information

2 marks for each of 9 responses for a total of 18 marks.

Part D: Brainstorming

This is a group focusing activity. You are encouraged to continue to use the Participation Skill Checklists on pages 25 and 26. There are no marks awarded for this focusing activity.

Part E: Communicating Ideas

There are 3 marks possible for the visual and written response given for **each** of the six aspects of Canadian life chosen by the student from the list given on page 8 of the Student Booklet. The list is as follows:

- communication • roles • multiculturalism
- socialization • cultural heritage • bilingualism
- beliefs and values • cultural groups

Grade 7 Social Studies

Scoring Criteria

3	<i>The student</i> <ul style="list-style-type: none"> • demonstrates a competent understanding of the selected aspect of Canadian life • provides a drawing or visual description that is clear and relevant and that communicates information related to the task
2	<i>The student</i> <ul style="list-style-type: none"> • demonstrates a general understanding of the selected aspect of Canadian life • provides a drawing or visual that demonstrates limited understanding, but is accompanied by a relevant, written explanation <p style="text-align: center;">OR</p> <p>provides a drawing or visual that communicates very well, and is accompanied by a less complete written explanation</p>
1	<i>The student</i> <ul style="list-style-type: none"> • demonstrates limited understanding of the selected aspect of Canadian life • provides a drawing, or visual that may not be relevant or that is incomplete

Calculation of Marks for Part E: Communicating Ideas

Apply a weighting factor of 2 (multiply score out of 3 by 2) to give a total possible mark of 6 for each aspect. Total possible mark is 36.

Total Mark for Performance Assessment

Part C	18
Part E	36
Total	54

Record the student marks out of 54 on the Student Marks Calculation/Class Record Form on page 27.

Note : Calculate the percentage mark and then multiply by 0.4 to find the weighted mark.

Selected-Response & Written-Response Exam

Description and Advanced Preparation

The Selected-Response & Written-Response Exam consists of 50 Selected-Response Questions and 1 Written-Response Question. See Blueprint on page 5 for specific distribution of questions according to the Program of Studies. Familiarize your students with the scoring criteria on pages 18 and 19 that will be used to assess the Written-Response Question.

Administration

The exam should be administered under usual final exam conditions. Normal security measures should be taken before, during and after exam administration so that no materials remain with the students once they have finished the exam.

Marking and Marks Calculation

Once the exam has been completed, mark the selected-response questions. A key is provided on page 17 of this manual. Mark the written-response component as per the scoring criteria on pages 18 and 19 of this manual. Once you have marked the exams, record the marks for the selected response and written-response exam on the Student Mark Calculation/Class Record Form on page 27. The Performance Assessment marks should already have been entered, since it was administered previously. Complete the mark calculations for the whole class.

Scoring the Selected Response

Below is a printed copy of the correct answers to the selected-response questions. There is one mark awarded for each correct response for a total of 50 marks.

Grade 7 Social Studies

Answer Key

1. D	26. B
2. D	27. C
3. A	28. C
4. C	29. A
5. B	30. B
6. B	31. D
7. D	32. D
8. A	33. A
9. D	34. C
10. C	35. A
11. A	36. A
12. C	37. D
13. B	38. B
14. C	39. C
15. A	40. D
16. B	41. B
17. D	42. C
18. B	43. C
19. C	44. D
20. C	45. C
21. A	46. A
22. D	47. A
23. B	48. C
24. D	49. A
25. B	50. B

Marks: 1 mark for each correct answer

Total Marks: 50

Scoring the Written Response

Written Response

The written-response question is scored for **Content and Thought** and **Communication of Ideas**. There is a total of 20 marks for this question.

Question

All cultures are continually changing. If you were able to build an ideal culture for Canada, which features of Canadian culture would you keep? Are there any features that you would change?

Content and Thought

When marking **Content and Thought** appropriate for Grade 7 level writing, the marker should consider how effectively the writer

- uses the basic Social Studies concepts
- selects specific, relevant, and accurate support
- responds in a consistent and coherent manner

Grade 7 Social Studies

Scoring Criteria for Content and Thought

5	<ul style="list-style-type: none"> • The writer demonstrates an insightful understanding of the basic generalizations, concepts, and facts specific to the assigned task. • Supporting evidence* is specific, relevant and accurate. • The response is consistent and coherent.
4	<ul style="list-style-type: none"> • The writer demonstrates a competent understanding of the basic generalizations, concepts, and facts specific to the assigned task. • Supporting evidence* is relevant and accurate. • The response is consistent and coherence is generally maintained.
3	<ul style="list-style-type: none"> • The writer demonstrates a general understanding of the basic generalizations, concepts, and facts specific to the assigned task. • Supporting evidence* is relevant but incompletely developed, and may contain minor errors. • The response is generally consistent and coherence may falter occasionally.
2	<ul style="list-style-type: none"> • The writer demonstrates a limited understanding of the basic generalizations, concepts, and facts specific to the assigned task. • Supporting evidence* is vague, may not always be relevant, and may contain factual errors. • The response may be inconsistent and coherence falters frequently.
1	<ul style="list-style-type: none"> • The writer demonstrates a minimal understanding of the basic generalizations, concepts, and facts specific to the assigned task. • Supporting evidence*, if presented, is superficial, irrelevant, and may contain major errors. • The response is inconsistent and/or incoherent.
0	Insufficient or blank

*Evidence – refers to examples, illustrations and details used.

Calculation of Mark on Content and Thought:

Apply a weighting factor of 3 for **Content and Thought**.

Example: A student scoring 4 on the criteria would be assigned 12 marks for **Content and Thought**.

Communication of Ideas

When marking **Communication of Ideas** appropriate for Grade 7 Level writing, the marker should consider:

- the effectiveness of communication (organization, clarity, and coherence of the writing)
- the conventions and structures of good English usage

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Scoring Criteria for Communication of Ideas

5	<ul style="list-style-type: none"> • The writing communicates the writer's ideas clearly and effectively. • The writing is skillfully structured, and the relative absence of error is impressive considering the complexity of the response.
4	<ul style="list-style-type: none"> • The writing communicates the writer's ideas clearly. • Minor errors in conventions and structure do not reduce the clarity of communication.
3	<ul style="list-style-type: none"> • The writing communicates the writer's ideas adequately. • Communication is understood despite errors in conventions and structure.
2	<ul style="list-style-type: none"> • The writing is ineffective in communicating the writer's ideas. • Errors in conventions and structure impede communication.
1	<ul style="list-style-type: none"> • The writing is unclear and/or incomprehensible. • Constant errors in conventions and structure severely impede communication.

Note : No mark is awarded for communication of ideas if no mark was awarded for Content and Thought

Calculation of Mark on Communication of Ideas:

Apply a weighting factor of 1 for **Communication of Ideas**.

Example: A student scoring 5 on the criteria would be assigned 5 marks for **Communication of Ideas**.

Total Mark on Selected-Response & Written-Response Exam

Selected Response	<u>50</u>
Written Response	
Content and Thought	<u>15</u>
Communication of Ideas	<u>5</u>
Total	<u>70</u>

Record student mark on the Student Mark Calculation/Class Record Form on page 27.

Note : Calculate the percentage mark and then multiply by 0.6 to find the weighted mark. Add the weighted mark from the Performance Assessment and the weighted mark from the Selected-Response and Written-Response exam to arrive at the final percentage mark.

Credits

Performance Assessment Resource Booklet

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Selected-Response & Written-Response Exam

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A number of the Selected-Response items in the exam have been used or adapted with the permission of Karuna Ausman, Elk Island Schools, Regional Division #14.

Calculating and Recording Student Achievement

- ***Participation Skills Observation
Checklists***
- ***Student Mark Calculation/Class
Record Form***

Participation Skills Observation Checklist #1

[illegible]

GRADE 7
SOCIAL STUDIES
STUDENT MATERIALS



CLASSROOM
ASSESSMENT
MATERIALS

***This package of Student
Materials contains***

- ***Performance Assessment — Student Booklet***
- ***Performance Assessment — Resource Booklet***
- ***Selected-Response & Written-Response Exam***

***In addition to the Student Materials, this
classroom assessment package includes***

- ***Teacher Manual***
- ***Examples of Students' Responses***

Performance Assessment

- ***Student Booklet***

Performance Assessment

Overview

Part/Activity	Page	Group/ Individual	Time
Part A: Reading for Information	1	Individual	5 min.
Part B: Answering Questions	3	Group	15 min.
Part C: Interpreting Information	4	Individual	40 min.
Part D: Brainstorming	6	Group	15 min.
Part E: Communicating Ideas	8	Individual	45 min.
		TOTAL	120 min.

Note: This performance assessment will take two hours to complete. Some parts will be done individually and some parts will be done in groups. Your teacher will tell you when to move into groups. It is important that you read the directions carefully, so that you will have every opportunity to show what you know and what you can do.

Part A: Reading for Information

Individual Activity

(5 min.)

You have been chosen to act as a contact person for a student who will be arriving from Japan in a couple of months. The family is immigrating to Canada and have a boy your age. Your role is to provide information that will help him with the transition from living in Japan to living in Canada.

As an introduction, Toshio (the student) has sent you a letter and a collection of pictures and maps that represent life in Japan. The pictures and maps are included in a Resource Booklet that your teacher will give you later. This will help you to get to know him better so you can be of help to him in getting to know about Canada.

Read the letter on the following page from Toshio.

Dear Canadian Student,

I don't know your name yet, but I am looking forward to knowing more about you and what life is like in Canada.

As you know, my family will be moving to Canada in two months and I'm anxious to know what I can expect in my new home. I hope you can help me by answering some of my questions, such as: What kinds of traditions and customs do you have?

To help you understand about my life in Japan, I have included a number of things for you in a Resource Booklet. I know that you have studied about cultural change in Japan in your Social Studies class, so you probably know a lot about my country.

I live in Takayama, which has a population of 65 000 and is located in the centre of Japan. It is a tourist attraction, and each year we receive about 24 000 visitors from many parts of the world. I have included a map of where Takayama is located in the Resource Booklet. We have many English-speaking tourists so there are English signs throughout Takayama. Does everyone speak English in Canada or are other languages spoken?

I like to play baseball and video games. What do you do for entertainment? What kind of media do you have? What kind of Arts? Do you like to do traditional things? I like to do origami, which is the folding of paper to make interesting objects. There are many things changing in our culture. Do you have things that are changing in yours?

I am in junior high school too. We learn many things. My timetable has been included in the Resource Booklet. What is your school like?

I have heard that Canada is a multicultural country. What does this mean?

I look forward to hearing from you. Maybe you can send me something that will help me to understand your culture.

Sincerely,
Toshio

Part B: Answering Questions

Group Activity

(15 min.)

Review Toshio's letter and do the following:

- Underline and number all nine questions in Toshio's letter
- Discuss the answers to Toshio's questions
- Record the answers in point form on the chart below
- List other things that you think Toshio should know, in "Other Ideas" below

Answers to Toshio's Questions

1.
2.
3.
4.
5.
6.
7.
8.
9.
Other ideas:

Part C: Interpreting Information

Individual Activity

(40 min.)

Review the following retrieval chart. When you have done that, open your Resource Booklet, look through the pictures and maps, and read the information contained in it.

Marks: There are 2 marks for each answer for a total of 18 marks.

From the information in your Resource Booklet, answer the following questions. Use complete sentences in your answers.

Questions	Answers
Toshio lives in Takayama, Japan. Find Takayama on the map on page 1. What is the exact location of Takayama? Use latitude and longitude in your answer.	
What kind of communication do you see represented in the pictures? Give at least two examples.	
What are some of the activities that people are engaged in? Give at least two examples.	
What kinds of institutions do you see in the pictures? Give at least two examples.	

Continued

Questions	Answers
<p>What evidence of customs and traditions can you find? Give at least two examples.</p>	
<p>What beliefs and values do you see being expressed in the pictures? Give at least two examples.</p>	
<p>What kinds of roles do you see represented in the pictures? Give at least two examples.</p>	
<p>What evidence of cultural change do you see in the pictures? Give at least two examples.</p>	
<p>What other things do you see that would help you to understand Japanese culture? Give at least two examples.</p>	

Part D: Brainstorming

Group and Individual Activity

(15 min.)

With your group, brainstorm the answer to the following question:

What are some of the things that Toshio should know about life in Canada?

You may wish to review the questions that Toshio asked in his letter and your answers on page 3 of this activity.

Record the brainstorming ideas of your group in the following space.

Brainstorming Ideas

Before you proceed to Part E, please take a few minutes to respond **individually** to the following questions about your group work.

How Well Did I Work with My Group?

1. I contributed ideas to my group

1
most of the time

2
sometimes

3
not often

2. Our group stayed on topic

1
most of the time

2
sometimes

3
not often

3. Group members encouraged each other

1
most of the time

2
sometimes

3
not often

Our group could have been improved by _____

One thing that our group did well was _____

Part E: Communicating Ideas

Individual Activity

(45 min.)

Your task is to communicate to Toshio about life in Canada. Tell Toshio what he can expect when he comes to Canada.

- You are to use the squares on pages 9, 10, and 11 to draw pictures or create visuals that will represent different aspects of life in Canada.
- Label each aspect in the space provided.
- **Below each square, explain why this aspect of life in Canada is important.**
- Choose any **six** of the following aspects of Canadian culture to complete your squares:
 - communication
 - socialization
 - beliefs and values
 - roles
 - cultural heritage
 - cultural groups
 - bilingualism
 - multiculturalism

Turn to page 9. Use your group brainstorming ideas on page 6 and your answers to Toshio's questions on page 3 to help you.

Reminders for Completing the Task:

- Review your booklet for ideas that may help you
- Use examples and details to support your ideas
- Use Social Studies vocabulary
- Correct any errors

Marks: There are a total of 36 marks for this activity. There are a total of 6 marks for each aspect selected.

Aspects of Canadian Life

Aspect:

Aspect:	

[illegible][illegible]

Continued

***Grade 7
Social Studies***

***Selected-Response &
Written-Response Exam***

Selected-Response & Written-Response Exam

Description

- This exam consists of 50 selected-response questions and 1 written-response question.
- You have 90 minutes to complete this exam.

Instructions

Part A: Selected-Response Questions

- Answer all the questions in this exam.
- Use an HB pencil to mark your answers on the answer sheet.

Example

The capital city of Canada is

- A. Vancouver
- B. Winnipeg
- C. Ottawa
- D. Montreal

Answer Sheet

(A) (B) ● (D)

- Erase your first mark completely if you wish to change an answer.
- Do not fold the answer sheet.

Part B: Written-Response Question

- Complete the written-response question in the exam booklet.
- Your teacher will already have explained the scoring criteria to you. Remember that your work will be scored for Content and Communication.

Note: When you have finished, take time to check your answers before handing the exam in to your teacher.

Part A: Selected-Response Questions

1. Which choice **best** completes this sentence?

Although _____ are the same for all people, each culture has a different way of providing them.

- A. Educational institutions
- B. Economic institutions
- C. Points of view
- D. Human needs

2. In **most** cases, laws attempt to control behaviour by

- A. preventing people from expressing their beliefs and values
- B. encouraging people to express their beliefs and values
- C. rewarding people who obey society's rules
- D. punishing people who break society's rules

3. The fact that most teens across Canada wear similar styles of clothing suggests that, in fashion, there is a high level of

- A. conformity
- B. individuality
- C. ethnocentrism
- D. discrimination

4. A role model is someone who is

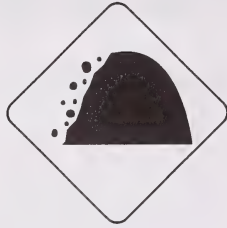
- A. allowed to do what he or she wants
- B. rewarded financially by society
- C. an example for others
- D. an educated person

5. The power of radio and television to influence people has increased because such media

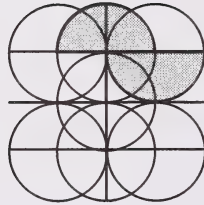
- A. are less expensive for users to purchase
- B. have speeded up the delivery of information
- C. report on more important news than newspapers do
- D. provide more detailed information than newspapers do

6. Which of the following illustrations would **least likely** be considered an example of communication?

A.



B.



C.

$$x^2 = 25$$

D.

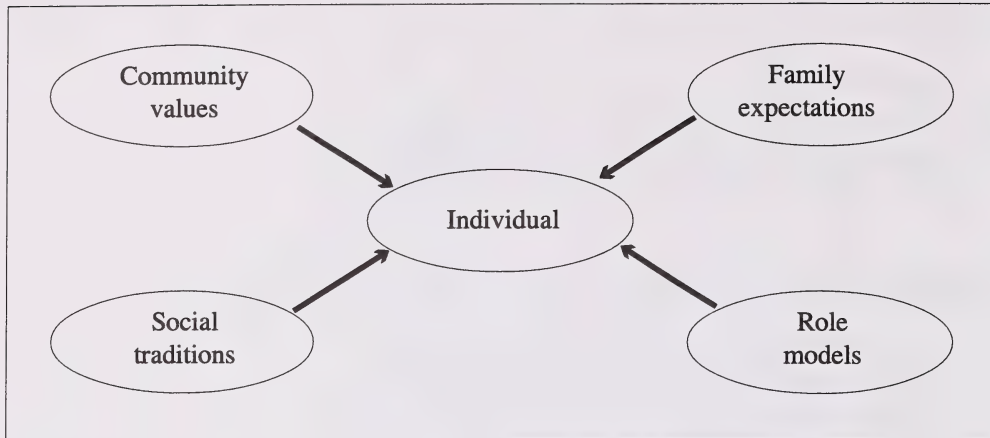


7. Institutions in society are **most likely** to encourage

- A. cultural change
- B. criticism of values
- C. the elimination of traditions
- D. the process of socialization

8. An important purpose of education in all societies is to
- A. prepare children for their roles in society
 - B. teach young people about a variety of cultures
 - C. prepare young people for recreational activities
 - D. teach children traditional family values
9. Which generalization is **true** about an individual's role in any culture?
- A. Individuals within each culture have the same roles.
 - B. All cultural roles are chosen by individuals in society.
 - C. All cultural roles are assigned to individuals by society.
 - D. Individuals have different roles within their own cultures.
10. To an anthropologist, the myths and legends of a society are **most helpful** in discovering how people
- A. adjust to the shock of a new culture
 - B. invent stories to entertain themselves
 - C. use stories to pass on important beliefs
 - D. teach language to children
11. Which society would have the **greatest variety** of beliefs and values?
- A. A multicultural society
 - B. A traditional society
 - C. A nomadic society
 - D. A religious society
12. An important **advantage** of cultural conformity is that individuals
- A. know how to adapt to rapid change
 - B. are free to act in any way they choose
 - C. know what to expect in certain situations
 - D. are encouraged to have different points of view

Use the following chart to answer question 13.



13. What is the **best** title for the chart above?

- A. Rules That Forbid Certain Behaviours of Individuals
- B. Factors That Influence Individuals to Conform
- C. Methods That Help to Build a Culture
- D. Laws That Support Institutions

14. In many societies, the institution considered **most important** in the socialization of an individual is the

- A. government
- B. economy
- C. family
- D. school

Use the following information to answer questions 15 to 16.

- Claude:** Cultures all over the world are different, and it is these differences that make our world so rich. It is good for people to come in contact with the beliefs and values of others.
- Riva:** In some cultures, marriages are arranged by the parents; this is wrong, for I believe that young people must be allowed to choose their own partners, as they do in my culture.
- Javier:** Customs are different in every culture. Some cultures, for example, encourage young people to choose their own husbands or wives, while others have parents select a future partner for them.
- Anna:** Some traditions in other cultures seem strange at first, but, when you study the culture more, you can see the reasons for these traditions.

15. Which speaker would **most strongly** support Canada's policy of multiculturalism?
- A. Claude
 - B. Riva
 - C. Javier
 - D. Anna
16. Which speaker demonstrates the **least** sensitivity to the customs and beliefs of other cultural groups?
- A. Claude
 - B. Riva
 - C. Javier
 - D. Anna

17. Which statement about cultural change is **most accurate**?
- A. Most cultures are unable to respond to change.
 - B. Most cultures are able to respond to change.
 - C. Most cultures are unchanging over long periods of time.
 - D. Most cultures are continually and gradually changing.
18. Throughout the history of Japan, its geographic isolation has contributed **most** to the
- A. development of strong Japanese industries
 - B. creation of Japan's distinct national identity
 - C. desire of Japanese people to accept change in culture
 - D. willingness of Japanese people to adopt foreign values
19. A Japanese worker who believes in keeping traditional ways of life would support the
- A. value of personal fulfillment
 - B. principle of equal pay for men and women
 - C. emphasis that is placed upon the family name and honour
 - D. growth of the nuclear family and decline of the extended family
20. The role of schools in modern Japan is to
- A. educate children of wealthy citizens
 - B. help students develop their individuality
 - C. prepare students for their position in life
 - D. teach all children about Western traditions and values
21. In developing its industries, Japan faced a shortage of
- A. natural resources
 - B. people to buy its products
 - C. high-tech factories
 - D. skilled workers

Use the following information to answer questions 22 and 23.

I. Japan is a small country surrounded by the ocean.

II. Most of Japan is covered by mountains or hills.



III. Some areas of Japan are suitable for farming.

IV. Japan has few minerals or other types of natural resources.

22. These facts would be **most helpful** if you were trying to find the

- A. causes of population growth in Japan
- B. effects of climate on Japanese agriculture
- C. causes of poor economic growth in modern Japan
- D. effects of the physical environment on the people of Japan

23. Which facts are **most helpful** in identifying what types of food may be produced in Japan?

- A. Facts I and II
- B. Facts I and III
- C. Facts II and IV
- D. Facts III and IV

Use the following information to answer questions 24 and 25.

Characteristics of Japanese Schools

I. Students wear a school uniform.

II. At the beginning and end of class, students bow to their teacher while their teacher bows to the students.



III. Students learn flower arranging in Grade 7 as part of their required club activities.

IV. All students begin studying English as a foreign language in Grade 7. Some students also study other European languages.

24. Which characteristic of Japanese schools is an example of cultural transition?
- A. Characteristic I
 - B. Characteristic II
 - C. Characteristic III
 - D. Characteristic IV
25. Which of the characteristics listed **most clearly** shows that respect is regarded as an important value in Japanese society?
- A. Characteristic I
 - B. Characteristic II
 - C. Characteristic III
 - D. Characteristic IV

Use the following table to answer question 26.

	Area (millions of square kilometres)	Population (millions of people)	Urban Population (percentage of people living in cities)
Canada	9.9	27	78
Japan	0.4	124	77

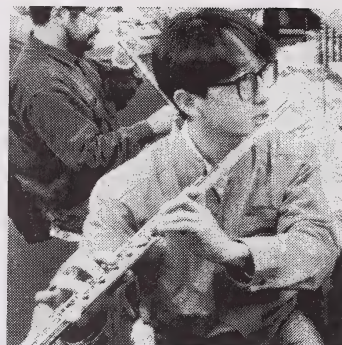
26. According to the statistics in the table, which conclusion is **correct**?
- A. Japan has more rural areas than Canada.
 - B. Japan's population density is greater than Canada's.
 - C. The total amount of living space is greater in Japan than in Canada.
 - D. The total number of people living in cities in Canada is greater than in Japan.
-
27. Which factor explains the rapid industrial growth of Japan since the Second World War?
- A. Most Japanese wanted to make Japan a strong military power again.
 - B. In Japan, the value of individuality created a rapid growth in industry.
 - C. Most Japanese were willing to sacrifice their individual needs for the needs of their country.
 - D. Japan's natural resources allowed the nation to produce a variety of inexpensive products.

Music in Japan

Scene 1



Scene 2



Scene 3



Scene 4



Scene 5



Scene 6

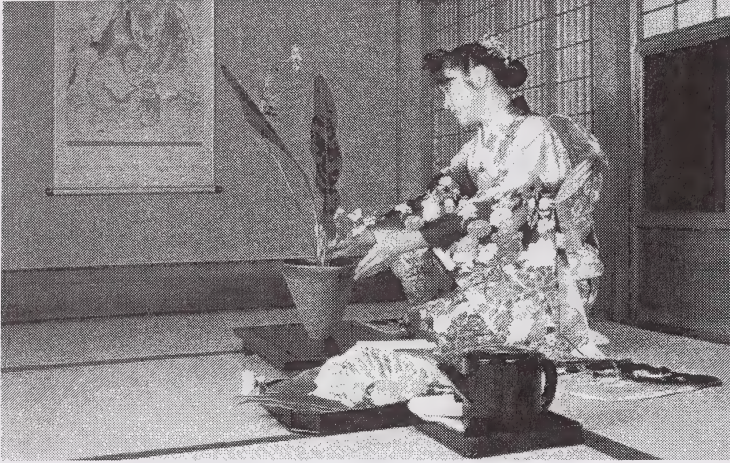


*Use the pictures on page 10, showing scenes of "Music in Japan,"
to answer questions 28 to 30.*

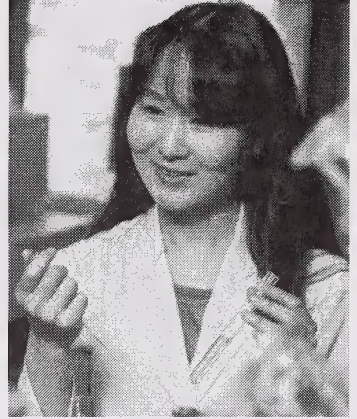
28. The **best** examples of Japanese musical tradition are found in
- A. Scenes 1 and 3
 - B. Scenes 2 and 6
 - C. Scenes 3 and 5
 - D. Scenes 4 and 6
29. *Modern radio and television have had a great influence in introducing new forms of culture to Japan.*
Which scene provides the **best** example of the most recent influence of Western popular culture?
- A. Scene 1
 - B. Scene 2
 - C. Scene 3
 - D. Scene 4
30. All of these scenes, as they relate to culture, would **best** be classified as
- A. beliefs and values
 - B. communication
 - C. traditional roles
 - D. socialization

Women in Japan

Scene 1



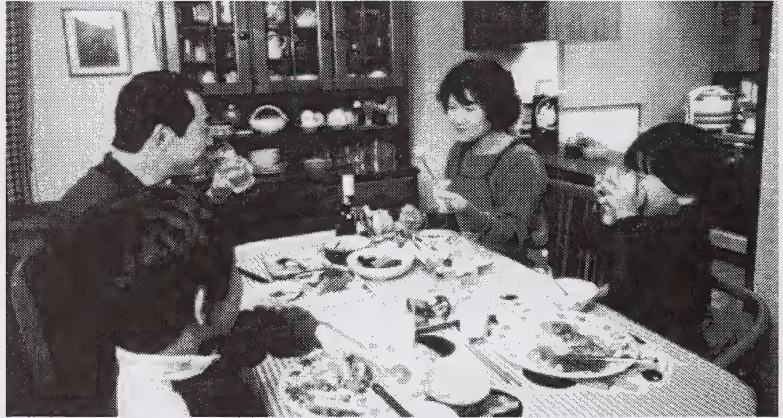
Scene 2



Scene 3



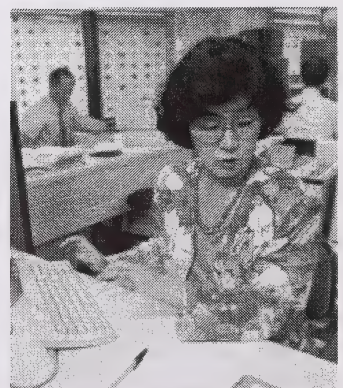
Scene 4



Scene 5



Scene 6



*Use the pictures on page 12, showing scenes of “Women in Japan,”
to answer questions 31 to 33.*

31. *Some Japanese people are worried about the way in which Western culture is influencing the young.*

The scene that would worry such people the **most** is

- A. Scene 1
- B. Scene 3
- C. Scene 4
- D. Scene 5

32. *Women play a more important role in the business world than ever before.*

Which scene could be used to **support** this statement?

- A. Scene 1
- B. Scene 3
- C. Scene 4
- D. Scene 6

33. Which two scenes show the **best** contrast between traditional and modern roles of women?

- A. Scenes 1 and 6
- B. Scenes 2 and 5
- C. Scenes 3 and 4
- D. Scenes 4 and 6

Use the following information to answer questions 34 and 35.

The Europeans who arrived in what is now Canada relied heavily upon the Native Peoples. They traded with the Native Peoples to get the furs that were in demand in Europe. Without Native guides, exploration would have been much more dangerous and difficult. It was the knowledge and skill of the Native Peoples that aided explorers. Survival in the forest had to be taught to the Europeans by the Native Peoples. The Native Peoples' ways of travelling were soon adopted by the Europeans. For example, snowshoes were used over deep snow and lightweight birchbark canoes were used for travelling rivers and lakes.

34. The information in the source suggests that

- A. European culture was superior to the Native Peoples' culture
- B. the Native Peoples were unwise in assisting the European explorers
- C. European explorers owed a great deal to the Native Peoples for their success
- D. the Native Peoples could have done more to help the European explorers

35. This information may be used to support the generalization that

- A. there are many positive results of cultural interaction
 - B. Canada's population is made up of a variety of cultural groups
 - C. multiculturalism supports the existence of cultural diversity
 - D. cultural heritage is part of an individual's identity
-

36. Multiculturalism is **best** defined as a policy that

- A. encourages people to preserve their cultural heritage
- B. requires people to speak more than one language
- C. promotes the idea of ending cultural differences
- D. promotes conformity of cultural groups

Use the following information to answer questions 37 and 38.



There were a number of reasons why Ukrainians were attracted to Canada. First and foremost for many, was the chance to be their own boss. In the Canadian West, land was available at no cost and would be their own land. In Ukraine, peasants were forced to join armies, yet had no say in how they were ruled or who ruled them. There were other reasons as well. Word spread that there were many jobs available in Canada. Also, in later years, there was the knowledge that there were Ukrainian settlements in Canada. A newly arrived immigrant could feel somewhat at home by locating in an existing Ukrainian settlement.

37. According to the reading, the **main** reason why many Ukrainians were attracted to Canada was the
- A. belief that Canada's climate was suited to agriculture
 - B. rumour of great wealth that awaited all immigrants
 - C. advertising campaign designed to appeal to them
 - D. opportunity to be free and independent
38. The information above indicates that a large number of people of Ukrainian heritage would be found in
- A. Ontario and Quebec
 - B. Saskatchewan and Manitoba
 - C. New Brunswick and Nova Scotia
 - D. Prince Edward Island and Newfoundland

39. Major police forces in Canada have hired people from a wider range of ethnic backgrounds in an effort to
- A. reduce the cost of law enforcement
 - B. lower the Canadian unemployment rate
 - C. better reflect the cultural diversity of Canada
 - D. preserve the traditions of Canadian police forces
40. Much of the cultural heritage of the Native Peoples in Canada was passed on from one generation to another through
- A. lessons taught by early missionaries
 - B. books written by each of the tribes
 - C. records kept by each of the tribes
 - D. legends told by the elders
41. Which of the following comments is a statement of **opinion** and not a statement of fact?
- A. "There are some Canadians who oppose bilingual policies."
 - B. "Bilingualism has forced the French language on all English Canadians."
 - C. "Even with official bilingualism, many English Canadians still do not speak French."
 - D. "Bilingualism has attempted to solve the problems associated with French–English relations."

Use the following opinions to answer questions 42 to 44.

- Jennifer:** When bilingualism became law in 1969, I felt that French was being forced on English-speaking Canadians. Now, I think it was a good idea. What better way to understand others than to speak their language?
- Jacques:** It was a great day in Canada when we became officially bilingual. I began English lessons that fall because I felt the English Canadians had made me feel welcome. Bilingualism has brought this country closer together!
- Kiran:** Before I was born, I guess there was a lot of arguing about whether Canada should be bilingual or not. But 1969, when the law was passed, was a long time ago, and it is not a big issue for me anymore.
- David:** Official bilingualism was brought in as law even though many of us were against it. I still think it was a mistake. There's no reason why there should be French on my cereal box. No one in my neighbourhood even speaks French. The government is spending a large amount of money on bilingualism but our country is still divided.

42. Jennifer and Jacques both agree that

- A. by being bilingual, Canada is a unique nation in the world
- B. most Canadians today are happy about the official bilingual policy
- C. bilingualism can help create better French–English relations in Canada
- D. people should be forced to become bilingual in order to encourage national unity

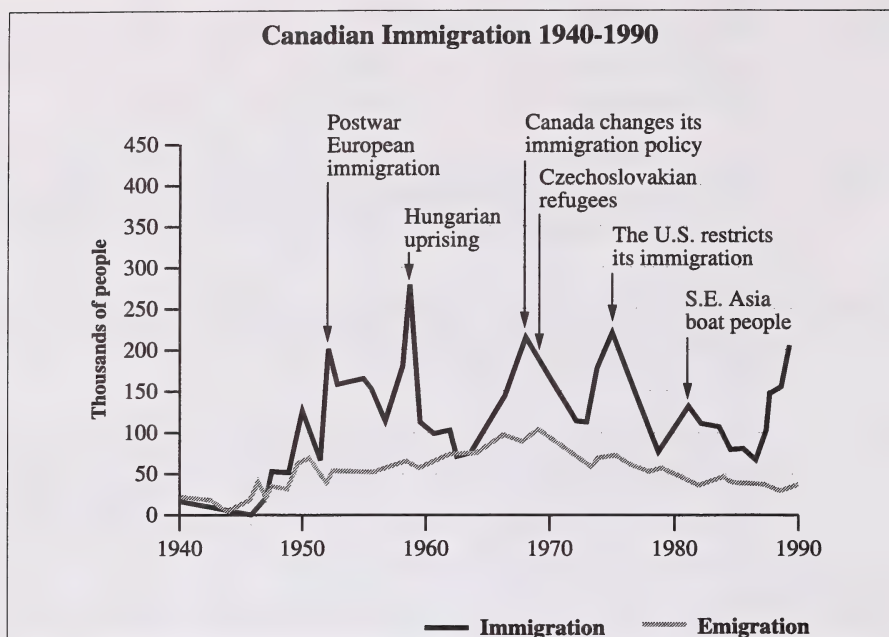
43. *When you grow up under a system, you are more likely to accept it as natural.*
The speaker whose comments support this idea is

- A. Jennifer
- B. Jacques
- C. Kiran
- D. David

44. “Whether or not Canada should be a bilingual country” is still an important issue for

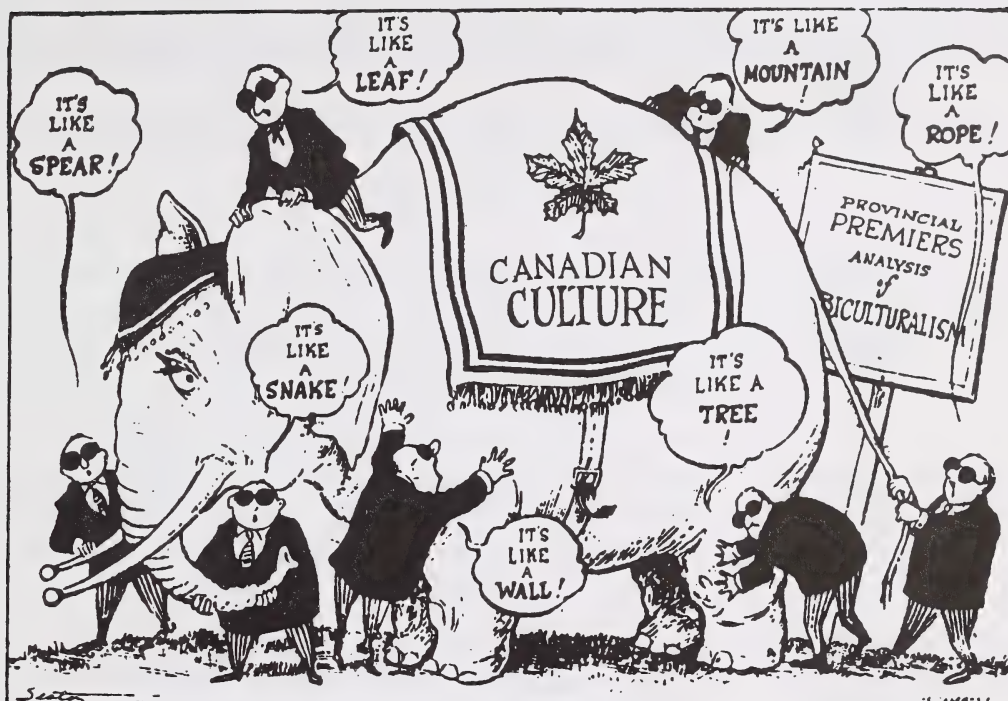
- A. Jennifer
- B. Jacques
- C. Kiran
- D. David

Use the following graph to answer questions 45 to 47.



45. Many of the immigrants between 1940 and 1990 were attracted to Canada because they felt that Canada
- A. had high wages but low income tax
 - B. needed workers for its industries and farms
 - C. would provide them with a safe place from the problems in their homeland
 - D. had a good record of international peacekeeping for the United Nations
46. The graph shows that several of the peaks of immigration to Canada correspond to the
- A. unsettling problems in the immigrants' home countries
 - B. improvements in transportation and communication
 - C. years during which elections were held in Canada
 - D. ups and downs of the Canadian economy
47. According to the graph, the number of people leaving Canada in the 50-year period from 1940 to 1990
- A. followed a more even pattern than that of immigration
 - B. was influenced by Canada's immigration policy
 - C. was influenced by crises in foreign lands
 - D. never exceeded the immigration rate

Use the following cartoon to answer question 48.



—from *Rediscovering Canadian History*

48. The cartoon suggests that Canadian culture is

- A. constantly changing
- B. easily understood
- C. hard to define
- D. non-existent

Use the following opinions to answer questions 49 and 50.

Wei



What makes Canada unique is our multicultural character. The government should ensure that all cultural groups in Canada can keep their traditions.

Amber



I'm glad that Canada is a multicultural nation. But I am opposed to the government making laws and spending money to see that multiculturalism works. Any cultural group that wants to preserve its heritage should pay for itself.

Joel



We have reached a good balance in Canada. We encourage new citizens to accept Canadian values. At the same time, we allow them to preserve their cultural heritage. The government should not change its support for multiculturalism.

Gitta



People from all over the world come to live in Canada. The government has encouraged people to preserve their cultural heritage. Whether we agree with the government or not, we should all accept the multicultural nature of our country.

49. All four speakers would **most likely** agree that

- A. the government of Canada is involved in promoting multiculturalism
- B. Canada's multicultural policy is better than that of the United States
- C. national unity in Canada is improved because of multiculturalism
- D. government support of multiculturalism is necessary

50. Which speaker is **opposed** to government support for multiculturalism?

- A. Wei
- B. Amber
- C. Joel
- D. Gitta

Part B: Written-Response Question

All cultures are continually changing. If you were able to build an ideal culture for Canada, which features of Canadian culture would you keep? Are there any features that you would change?

Write a **complete, thoughtful, and clear** response to this question.

Use the knowledge you have gained in Social Studies and your experience to help you

- **select** important features of Canadian culture
- give **reasons** why you would keep or change these features
- **support** your reasons with examples and details

Use the space below to plan your work and to write down your ideas.

Write your response in the space provided on the next page.

Space for Planning

Reminders for Writing:

- Review your test questions for ideas that may help you
- Plan carefully
- Use examples and details to support your ideas
- Use Social Studies vocabulary
- Correct any errors

Marks:

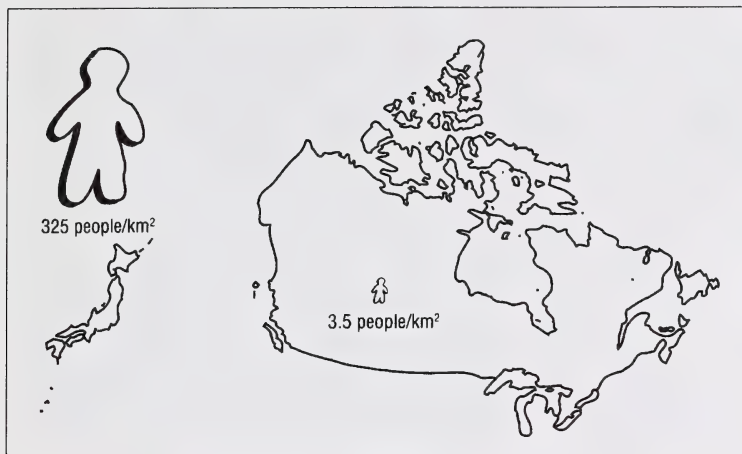
There are 20 marks for this question—15 marks for Content and Thought, and 5 marks for Communication of Ideas.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

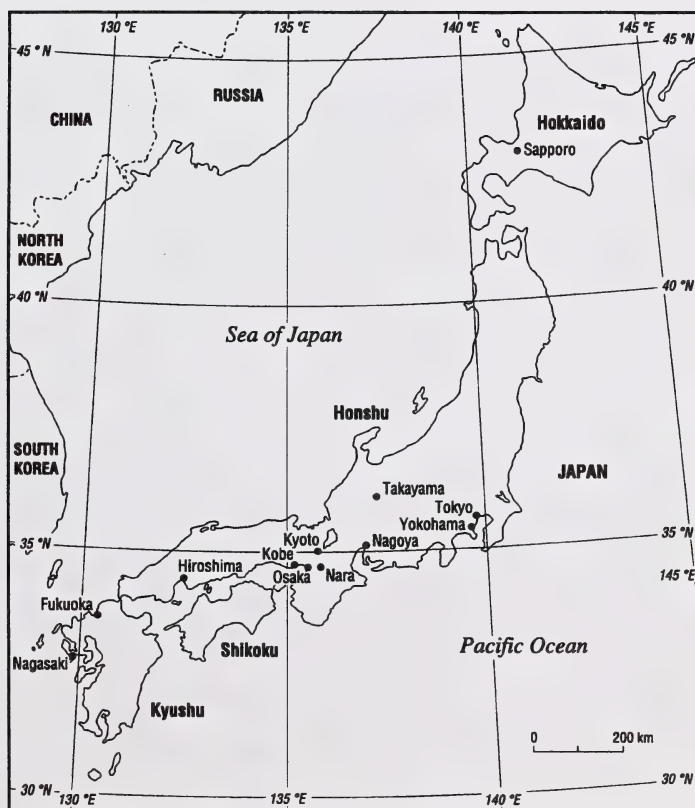
Performance Assessment

- ***Resource Booklet***

I have collected some pictures and maps that should help you understand Japanese culture. Hope you enjoy looking through them.



Japan is about 1/27 the size of Canada, with almost five times Canada's population. There are almost 100 times more people for every square kilometre.





HIRAGANA

あ a か ka さ sa た ta な na は ha ま ma や ya ら ra わ wa	が ga ざ za だ da ば ba ぱ pa
い i き ki し shi ち chi に ni ひ hi み mi り ri	ぎ gi じ ji ぢ di び bi ぴ pi
う u く ku す su つ tsu め me ふ fu む mu ゆ yu る ru	ぐ gu ず zu づ du ぶ bu ぷ pu
え e け ke せ se て te ね ne へ he め me れ re	げ ge ぜ ze で de べ be ぺ pe
お o こ ko そ so と to の no ほ ho も mo よ yo ろ ro を wo ん n	ご go ぞ zo ど do ぼ bo ぽ po

KATAKANA

ア a カ ka サ sa タ ta ナ na ハ ha マ ma ヤ ya ラ ra ワ wa	ガ ga ザ za ダ da バ ba パ pa
イ i キ ki シ shi チ chi ニ ni ヒ hi ミ mi リ ri	ギ gi ジ ji ヂ di ビ bi ぴ pi
ウ u ク ku ス su ツ tsu メ me フ fu ム mu ユ yu ル ru	グ gu ズ zu づ du ブ bu ぷ pu
エ e ケ ke セ se テ te ネ ne ヘ he メ me レ re	ゲ ge ゼ ze デ de ベ be ぺ pe
オ o コ ko ソ so ト to ノ no ホ ho モ mo ヨ yo ロ ro ン n	ゴ go ゾ zo ド do ボ bo ぽ po

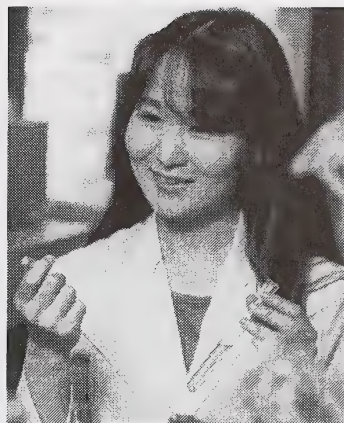
In these writing systems, each letter stands for a syllable.

A typical school week at a junior high school (1st year: age 12/13)

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:40 - 9:30	Moral Studies	Japanese	Social Studies	Home Economics & Homemaking	Physical Education	English
9:40 - 10:30	Social Studies	Mathematics	Mathematics	Home Economics & Homemaking	Social Studies	Japanese
10:40 - 11:30	English	English	Music	Japanese	Fine Arts	Science
11:40 - 12:30	Japanese	Social Studies	Japanese	Mathematics	Fine Arts	
12:30 - 1:25	Lunch Time					
1:35 - 2:25	Physical Education	Science	English	Science	Mathematics	
2:35 - 3:25	Science	Music	Student Meeting		Japanese	
3:30 - 6:00	After school, many students participate in extracurricular club activities, ranging from baseball to calligraphy					



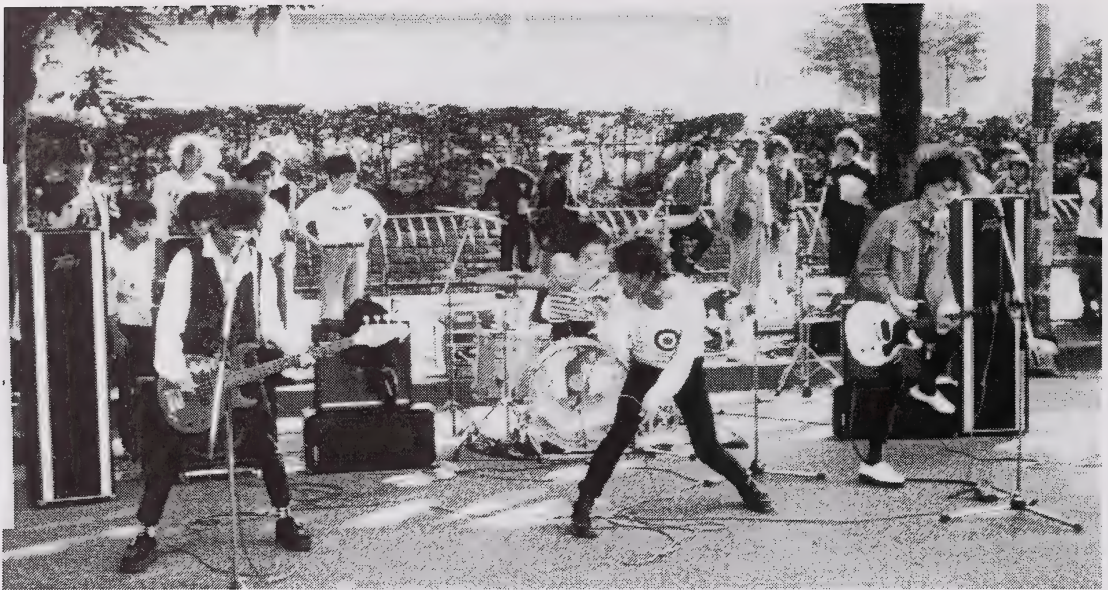
In Japan, commuters queue up for the next train before the present one has left the station.



Wakiti Machi is senior researcher at the flavour and fragrance laboratories of a toiletries manufacturer.



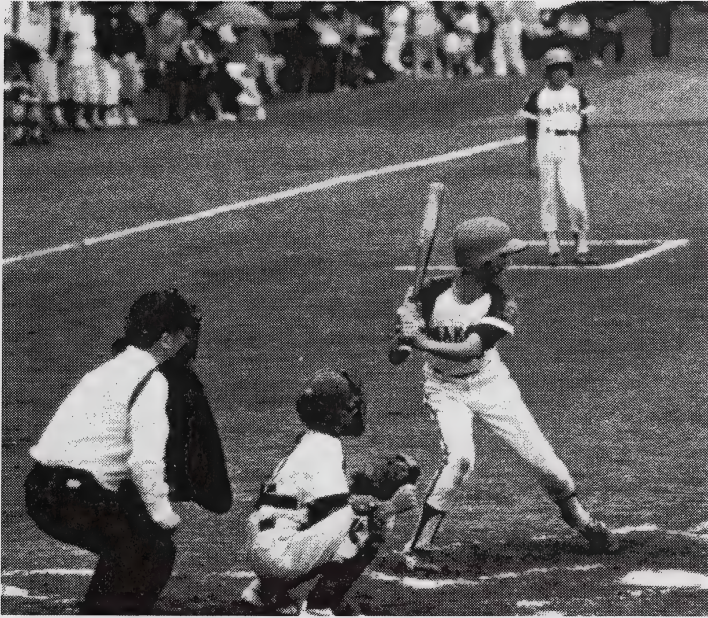
You can find the women who work at the street stalls shopping with each other at the morning market.



A Japanese rock band performs in the street.



Calligraphy. These children are writing “Oshogatsu” (“The New Year”) with brushes as part of their homework.



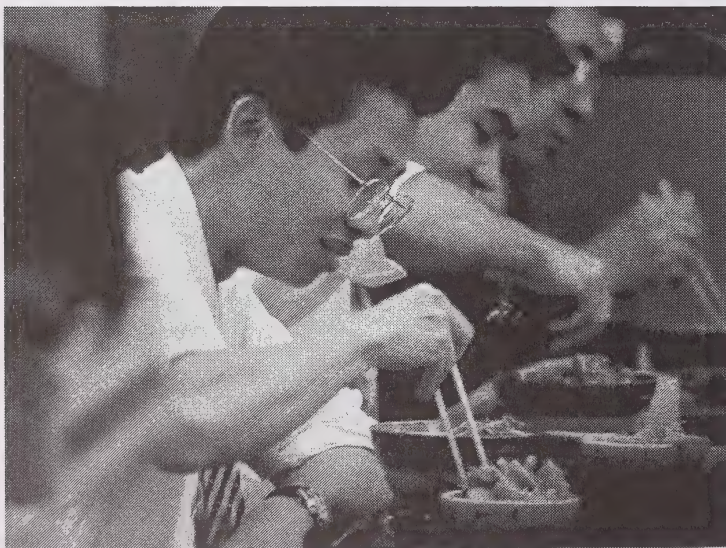
Baseball is Japan's most popular sport.



School children are drilled in the art of Kendo.



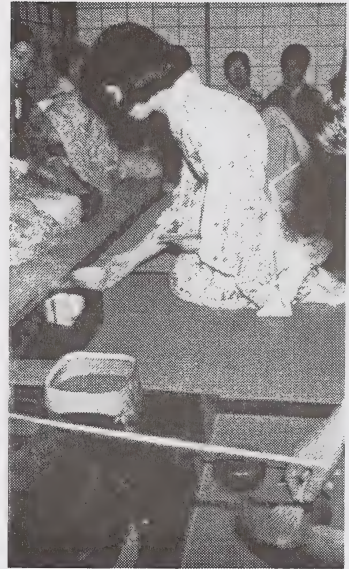
Fast food can be found everywhere in Japan nowadays.



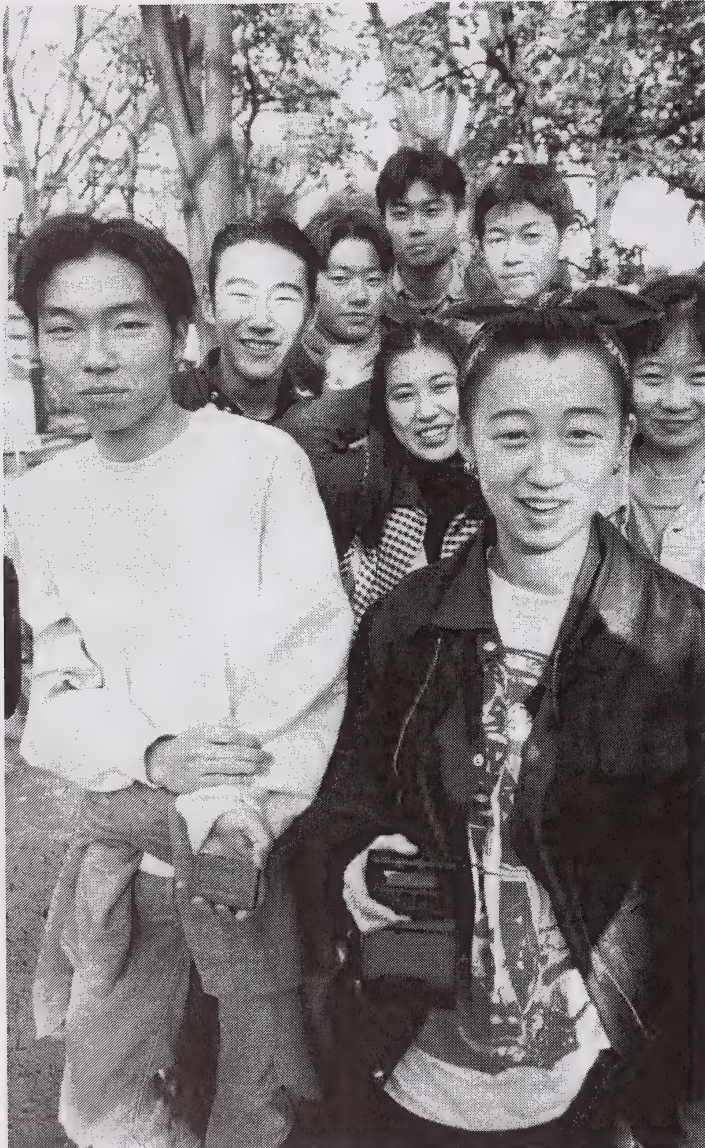
Gyudon (seasoned slices of beef on rice) is the fast food of choice in Japan.



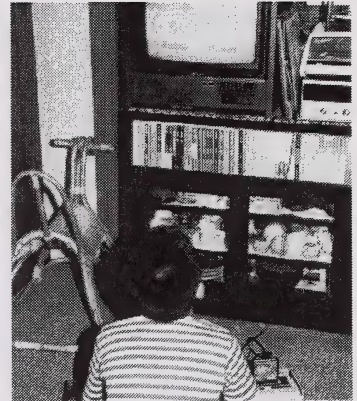
A couple get married in their elegant kimonos.



Serving tea according to the rules of chanoy



The electronic pager has become a necessity for high school students with many friends outside of class. "I want a more colourful one that can send longer messages and has a more stylish case."



As in Canada, children love video games.



GRADE 7

SOCIAL STUDIES

EXAMPLES OF STUDENTS' RESPONSES



CLASSROOM
ASSESSMENT
MATERIALS

Introduction

Purpose

The purpose of this document is to provide teachers, students, parents, and administrators with examples of students' responses that illustrate the provincial standards expected of students who complete Grade 7 Social Studies.

Contents

For each of the written or performance tasks, the *Examples of Students' Responses* document contains

- the student task
- the scoring criteria to be used by teachers to evaluate their students' work (these criteria can also be found in the *Teacher Manual*)
- examples of students' responses at each criteria "level"
- commentaries that illustrate and explain how the scoring criteria fit each response

Each student response in this document is reproduced as it appeared in the assessment; that is, in the students' own handwriting. Because of space limitations, the planning and drafting that may have preceded or accompanied some of the responses may not have been included. However, teachers and other readers should note that research has demonstrated a very strong relationship between the quality of planning and the degree of success in written expression.

Selection of Examples

The students' responses in this document were selected from those produced during the pilot testing of the Classroom Assessment Materials Project in May and June of 1996. A committee composed of Grade 7 Social Studies teachers from different parts of the province reviewed and validated the assessments and scoring criteria, then selected students' responses.

These examples of students' work illustrate the provincial standards for students who complete Grade 7 Social Studies.

Considerations

Please note that

- the examples presented illustrate specific standards (scoring criteria), but are not necessarily typical of the responses submitted
- the selected responses represent only a few of the possible approaches to each task. None of the examples is intended to serve as a model of a particular approach
- you should consider each student example in light of the constraints of the assessment situation. Under assessment conditions, most students are able to prepare responses that must be considered as first draft only.

Contents

Performance Assessment

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Selected-Response & Written-Response Exam

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In addition to this *Examples of Students' Responses*, the Grade 7 Social Studies Classroom Assessment Materials include a complete set of *Student Materials* and a *Teacher Manual*.

Performance Assessment

- ***Part E: Communicating Ideas***

Part E: Communicating Ideas

Student Task

Your task is to communicate to Toshio about life in Canada. Tell Toshio what he can expect when he comes to Canada.

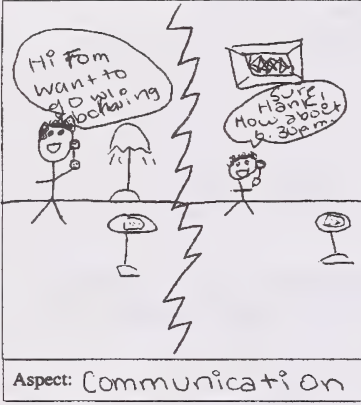
- You are to use the squares on pages 9, 10, and 11 to draw pictures or create visuals that will represent different aspects of life in Canada.
- Label each aspect in the space provided.
- **Below each square, explain why this aspect of life in Canada is important.**
- Choose any **six** of the following aspects of Canadian culture to complete your squares:
 - communication
 - cultural heritage
 - socialization
 - cultural groups
 - beliefs and values
 - bilingualism
 - roles
 - multiculturalism

<i>Score</i>	<i>Scoring Criteria</i>
3	<i>The student</i> <ul style="list-style-type: none"> • demonstrates a competent understanding of the selected aspect of Canadian life • provides a drawing or visual that is clear and relevant and that communicates information related to the task
2	<i>The student</i> <ul style="list-style-type: none"> • demonstrates a general understanding of the selected aspect of Canadian life • provides a drawing or visual that demonstrates limited understanding, but is accompanied by a relevant, written explanation <p style="text-align: center;">OR</p> <p>provides a drawing or visual that communicates very well, and is accompanied by a less-complete, written explanation</p>
1	<i>The student</i> <ul style="list-style-type: none"> • demonstrates limited understanding of the selected aspect of Canadian life • provides a drawing or visual that may not be relevant or that is incomplete

Calculation of Marks: Apply a weighting factor of 2 to give a total possible mark of 6 for each aspect. Total possible marks for all six aspects is 36.


Aspect: Communication

Score	Scoring Criteria
3 × 2	<p><i>The student</i></p> <ul style="list-style-type: none"> demonstrates a competent understanding of the selected aspect of Canadian life provides a drawing or visual that is clear and relevant and that communicates information related to the task

Student Response	Commentary
 <p>Aspect: Communication</p> <p>Communication is a important to the Canadian life because we're around people the every day. we talk on the phone, write letters, read books and lots of other things to communicate with people. Communication also helps us to understand things better.</p>	<p><i>The student</i></p> <ul style="list-style-type: none"> demonstrates a competent understanding of the concept of communication through the use of appropriate examples (e.g., “talk on the phone,” “write letters”) provides a clear and relevant drawing of two people communicating by using the telephone


Aspect: Communication

Score	Scoring Criteria
2 × 2	<p><i>The student</i></p> <ul style="list-style-type: none"> • demonstrates a general understanding of the selected aspect of Canadian life • provides a drawing or visual that demonstrates limited understanding, but is accompanied by a relevant, written explanation <p style="text-align: center;">OR</p> <p>provides a drawing or visual that communicates very well, and is accompanied by a less-complete, written explanation</p>

Student Response	Commentary
<div style="text-align: center;">  </div> <p style="text-align: center;">Aspect: Communication.</p> <p>Canadians communicate many different ways. These are some of them. Talking, telephones, writing, radios, computers, letters etc. These ways of communicating help us learn more about the world and allow us to communicate with each other. Communicating is</p>	<p><i>The student</i></p> <ul style="list-style-type: none"> • demonstrates a general understanding of communication (e.g., “These ways of communicating help us learn more about the world and allow us to communicate with each other”) • provides a drawing that demonstrates a limited understanding of communication

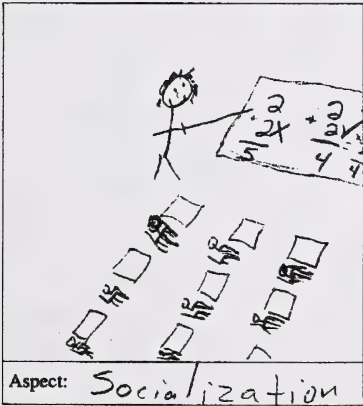
Aspect: Communication

Score	Scoring Criteria
2 × 2	<p><i>The student</i></p> <ul style="list-style-type: none"> demonstrates a general understanding of the selected aspect of Canadian life provides a drawing or visual that demonstrates limited understanding, but is accompanied by a relevant, written explanation <p style="text-align: center;">OR</p> <p>provides a drawing or visual that communicates very well, and is accompanied by a less-complete, written explanation</p>

Student Response	Commentary
 <p>Aspect: communication</p> <p><i>He will need to know how to use these things so he can communicate with others.</i></p>	<p><i>The student</i></p> <ul style="list-style-type: none"> demonstrates a general understanding of communication through a relevant drawing that is accompanied by a brief explanation that does not contribute any further information (e.g., “He will need to know how to use these things so he can communicate with others”) provides a drawing that illustrates very well the concept of communication (e.g., drawings of television, radio, and telephone)


Aspect: Socialization

Score	Scoring Criteria
3 × 2	<p><i>The student</i></p> <ul style="list-style-type: none"> • demonstrates a competent understanding of the selected aspect of Canadian life • provides a drawing or visual that is clear and relevant and that communicates information related to the task

Student Response	Commentary
 <p>Aspect: Socialization</p> <p>Our socialization is just like yours. We go to school to get taught how to act around people. We also get taught what we need to know for our jobs. May it be math, social, or language.</p>	<p><i>The student</i></p> <ul style="list-style-type: none"> • demonstrates a competent understanding of socialization, with appropriate examples (e.g., “go to school to get taught how to act around people,” “get taught what we need to know for our jobs”) • provides a drawing illustrating that socialization takes place in a classroom with a teacher and students

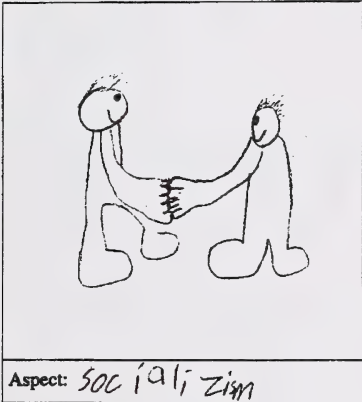
Aspect: Socialization

<i>Score</i>	<i>Scoring Criteria</i>
2 × 2	<p><i>The student</i></p> <ul style="list-style-type: none"> • demonstrates a general understanding of the selected aspect of Canadian life • provides a drawing or visual that demonstrates limited understanding, but is accompanied by a relevant, written explanation <p style="text-align: center;">OR</p> <p>provides a drawing or visual that communicates very well, and is accompanied by a less-complete, written explanation</p>

<i>Student Response</i>	<i>Commentary</i>
 <p>Aspect: Socialization</p> <p>Socialization is important because you need to socialize to classmates or friends, to become nice and know how to behave when you grow up. You going to have to talk to people so people knows you.</p>	<p><i>The student</i></p> <ul style="list-style-type: none"> • demonstrates a general understanding of the aspect of socialization (e.g., “socialize . . . become nice and know how to behave”) • provides a drawing indicating an understanding of socialization (e.g., shows a group of people in conversation)

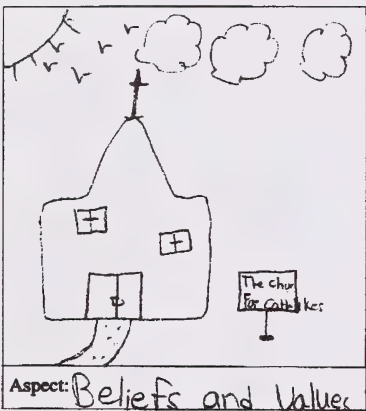
Aspect: Socialization

Score	Scoring Criteria
1 × 2	<p><i>The student</i></p> <ul style="list-style-type: none"> • demonstrates limited understanding of the selected aspect of Canadian life • provides a drawing or visual that may not be relevant or that is incomplete

Student Response	Commentary
 <p>Aspect: socialization</p> <p>How to act in society</p>	<p><i>The student</i></p> <ul style="list-style-type: none"> • demonstrates a limited understanding of the aspect of socialization (e.g., “How to act in society”) • provides a drawing that is incomplete of two people shaking hands

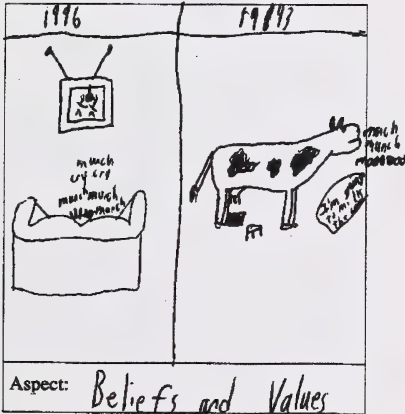
Aspect: Beliefs and Values

Score	Scoring Criteria
3 × 2	<p><i>The student</i></p> <ul style="list-style-type: none"> • demonstrates a competent understanding of the selected aspect of Canadian life • provides a drawing or visual that is clear and relevant and that communicates information related to the task

Student Response	Commentary
 <p>Aspect: Beliefs and Values</p> <p>Canadians have many beliefs and values. Some of our beliefs would be religion. Not all people believe in the same religion. Like for example some are christian some are not. We have values like respecting our family, relatives, friends, and our elders.</p>	<p><i>The student</i></p> <ul style="list-style-type: none"> • demonstrates a competent understanding of the concepts of beliefs and values by giving specific examples of religion, respect for family, and attending church • provides a drawing clearly related to the concepts of beliefs and values

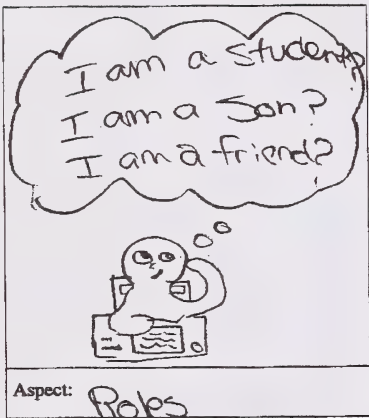
Aspect: Beliefs and Values

Score	Scoring Criteria
1 × 2	<p><i>The student</i></p> <ul style="list-style-type: none"> • demonstrates limited understanding of the selected aspect of Canadian life • provides a drawing or visual that may not be relevant or that is incomplete

Student Response	Commentary
 <p>Aspect: Beliefs and Values</p> <p>Beliefs and Values is something that your family beliefs in such as doing something traditional like what your Great Grandparents did when they were your age.</p>	<p><i>The student</i></p> <ul style="list-style-type: none"> • demonstrates limited understanding of the concepts of beliefs and values (e.g., “Beliefs and Values is something that your family beliefs in such as doing something traditional like what your Great Grandparents did when they were your age”) • provides a drawing that is a little confusing, because it illustrates activities rather than beliefs and values (e.g., “I’m going to milk the cow”)

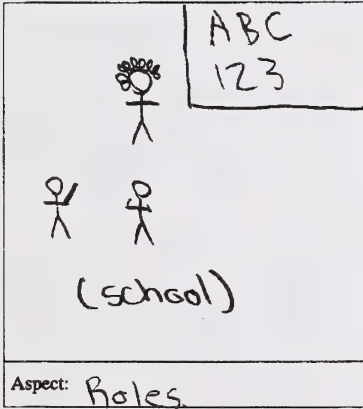
Aspect: Roles

Score	Scoring Criteria
3 × 2	<p><i>The student</i></p> <ul style="list-style-type: none"> • demonstrates a competent understanding of the selected aspect of Canadian life • provides a drawing or visual that is clear and relevant and that communicates information related to the task

Student Response	Commentary
 <p>Aspect: Roles</p> <p>in order to communicate good with others you must understand what roles you are playing, either a student that must finish his homework or a son that has to be faithful to his parents, or a friend that must help other friends in times of need or trouble, this is important if you didn't have roles to play you wouldn't know what to do.</p>	<p><i>The student</i></p> <ul style="list-style-type: none"> • demonstrates a competent understanding of the concept of roles (e.g., “in order to communicate good with others you must understand what roles you are playing”) • provides a drawing that is clear and relevant, and writing that expands on the roles illustrated in the drawing


Aspect: Roles

Score	Scoring Criteria
2 × 2	<p><i>The student</i></p> <ul style="list-style-type: none"> • demonstrates a general understanding of the selected aspect of Canadian life • provides a drawing or visual that demonstrates limited understanding, but is accompanied by a relevant, written explanation <p>OR</p> <p>provides a drawing or visual that communicates very well, and is accompanied by a less-complete, written explanation</p>

Student Response	Commentary
 <p>Aspect: Roles</p> <p>In Canada everyone has a large variety of roles to make our culture work. Example, I am a student lacrosse and hockey player, patient, brother, friend and son and many more. If you come to Canada you will have many different roles.</p>	<p><i>The student</i></p> <ul style="list-style-type: none"> • demonstrates a general understanding of the concept of roles (e.g., different roles are mentioned, “student, lacrosse and hockey player, patient, brother, friend and son”) • provides a drawing representing limited understanding and that does not seem to relate to the written response

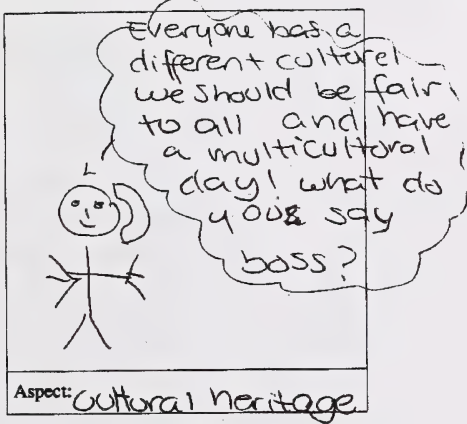
Aspect: Roles

Score	Scoring Criteria
1 × 2	<p><i>The student</i></p> <ul style="list-style-type: none"> • demonstrates limited understanding of the selected aspect of Canadian life • provides a drawing or visual that may not be relevant or that is incomplete

Student Response	Commentary
<div style="text-align: center;">  </div> <p>Aspect: Roles</p> <p> Roles are what you have to do. This boy is doing his role as a student. There are millions of roles in Canada. </p>	<p><i>The student</i></p> <ul style="list-style-type: none"> • demonstrates limited understanding of the concept of roles (i.e., one role is mentioned) • provides a drawing that is related to the limited explanation

Aspect: Cultural Heritage

Score	Scoring Criteria
3 × 2	<p><i>The student</i></p> <ul style="list-style-type: none"> • demonstrates a competent understanding of the selected aspect of Canadian life • provides a drawing or visual that is clear and relevant and that communicates information related to the task

Student Response	Commentary
 <p>Aspect: cultural heritage</p> <p>We even have what is called heritage day once a year when people of all cultures come to show off their culture by bringing food or performing a dance. Any kind of a tradition all value to their culture. We treat everyone and every culture with extreme fairness. And we encourage them to keep their cultures traditions.</p>	<p><i>The student</i></p> <ul style="list-style-type: none"> • demonstrates a competent understanding of the concept of cultural heritage by providing examples that illustrate accurately the related concepts of customs, traditions, and lifestyle • provides a diagram that is clear and relates to the written explanation

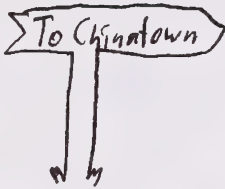
Aspect: Cultural Groups

Score	Scoring Criteria
3 × 2	<p><i>The student</i></p> <ul style="list-style-type: none"> • demonstrates a competent understanding of the selected aspect of Canadian life • provides a drawing or visual that is clear and relevant and that communicates information related to the task

Student Response	Commentary
<p style="text-align: center;">Cultural GROUPS</p> <p>Aspect: Cultural Groups</p> <p>There are many different cultures in Canada. In Canada because of this we have cultural groups. Your cultural group is the people you share a culture with. Canada has many different cultural groups.</p>	<p><i>The student</i></p> <ul style="list-style-type: none"> • demonstrates a competent understanding of the concept of cultural groups (e.g., “Your cultural group is the people you share a culture with”) • provides a drawing that is clear and relevant to the task

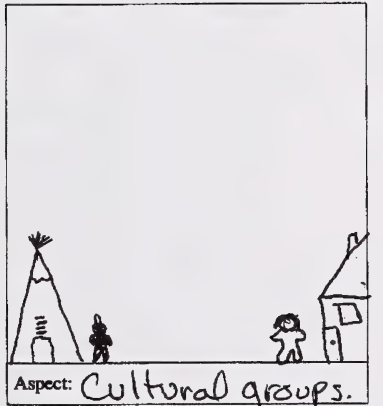
Aspect: Cultural Groups

<i>Score</i>	<i>Scoring Criteria</i>
2 × 2	<p><i>The student</i></p> <ul style="list-style-type: none"> • demonstrates a general understanding of the selected aspect of Canadian life • provides a drawing or visual that demonstrates limited understanding, but is accompanied by a relevant, written explanation <p style="text-align: center;">OR</p> <p>provides a drawing or visual that communicates very well, and is accompanied by a less-complete, written explanation</p>

<i>Student Response</i>	<i>Commentary</i>
<div style="text-align: center;">  </div> <p>Aspect: <u>Cultural Groups</u></p> <p>Canada has a wide variety of cultural groups. A cultural group is a group of people that share the same culture. An example of this would be the Chinese people. They share the same culture. They also may have the same customs and/or traditions.</p>	<p><i>The student</i></p> <ul style="list-style-type: none"> • demonstrates a general understanding of the concept of cultural groups (e.g., “Canada has a wide variety of cultural groups,” “They share the same culture. They also may have the same customs and/or traditions”) • provides a drawing that demonstrates limited understanding of cultural groups


Aspect: Cultural Groups

Score	Scoring Criteria
1 × 2	<p><i>The student</i></p> <ul style="list-style-type: none"> • demonstrates limited understanding of the selected aspect of Canadian life • provides a drawing or visual that may not be relevant or that is incomplete

Student Response	Commentary
<div style="text-align: center;">  </div>	<p><i>The student</i></p> <ul style="list-style-type: none"> • demonstrates limited understanding of the concept of cultural groups (e.g., “mean two different groups put together”) • provides a drawing that is related to the limited explanation

Aspect: Bilingualism

Score	Scoring Criteria
3 × 2	<p><i>The student</i></p> <ul style="list-style-type: none"> demonstrates a competent understanding of the selected aspect of Canadian life provides a drawing or visual that is clear and relevant and that communicates information related to the task

Student Response	Commentary
 <p>Aspect: Bilingualism</p> <p>The flag on the left is the British Union Jack. This flag represents our English heritage. The flag on the right contains the fleur-de-lis. This is the main symbol of the French culture and its flag represents our French heritage. The maple leaf on the top tells that Canada is a bilingual country with our two languages being English & French.</p>	<p><i>The student</i></p> <ul style="list-style-type: none"> demonstrates a competent understanding of the concept of bilingualism; i.e., “with our two languages” provides a drawing that is clear and relevant (i.e., symbols of two flags on one pole, Union Jack (English) and Fleur-de-lis (French), with a maple leaf on the top of the pole)

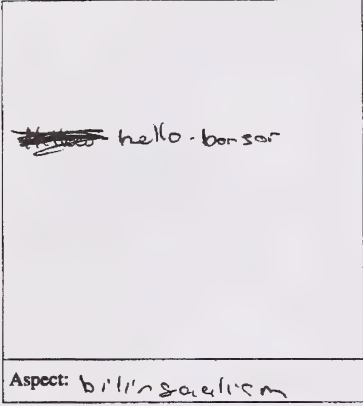
Aspect: Bilingualism

Score	Scoring Criteria
2 × 2	<p><i>The student</i></p> <ul style="list-style-type: none"> • demonstrates a general understanding of the selected aspect of Canadian life • provides a drawing or visual that demonstrates limited understanding, but is accompanied by a relevant, written explanation <p style="text-align: center;">OR</p> <p>provides a drawing or visual that communicates very well, and is accompanied by a less-complete, written explanation</p>

Student Response	Commentary
<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p style="text-align: center;">English + Français = CANADA</p> <p>Aspect: Bilingualism</p> </div> <p>Like Japan we have to learn 2 languages. Japanese students have to learn English and Japanese. We have to learn English and French. But this is changing in some parts of Canada. French isn't that big and some other language may be used more often than French is.</p>	<p><i>The student</i></p> <ul style="list-style-type: none"> • demonstrates a general understanding of the fact that bilingualism is two languages and is able to provide a relevant example, although the explanation doesn't recognize the official nature of Canada's bilingualism policies, and contains minor errors (e.g., "We have to learn English and French") • provides a visual that is accurate but limited in contributing to an understanding of bilingualism


Aspect: Bilingualism

Score	Scoring Criteria
1 × 2	<p><i>The student</i></p> <ul style="list-style-type: none"> • demonstrates limited understanding of the selected aspect of Canadian life • provides a drawing or visual that may not be relevant or that is incomplete

Student Response	Commentary
 <p>hello bonjour</p> <p>Aspect: bilingualism</p> <p>bilingualism is where a person speaks two or more languages</p>	<p><i>The student</i></p> <ul style="list-style-type: none"> • demonstrates a limited understanding of the concept of bilingualism • provides a visual that is incomplete


Aspect: Multiculturalism

Score	Scoring Criteria
3 × 2	<p><i>The student</i></p> <ul style="list-style-type: none"> • demonstrates a competent understanding of the selected aspect of Canadian life • provides a drawing or visual that is clear and relevant and that communicates information related to the task

Student Response	Commentary
 <p>Aspect: Multiculturalism</p> <p>It will be important for you to know about multiculturalism in Canada because Canada is a multicultural country. Canada is a multicultural country which means that the government encourages different cultures to keep their traditions, beliefs, and values. When you come to Canada you will be able to adapt better because you are able to keep your traditions and customs that are in your family.</p>	<p><i>The student</i></p> <ul style="list-style-type: none"> • demonstrates a competent understanding of the concept of multiculturalism (e.g., “Canada is a multicultural country which means that the government encourages different cultures to keep their traditions, beliefs, and values”) • provides a drawing that is clear and relevant to the written explanation

Aspect: Multiculturalism

Score	Scoring Criteria
2 × 2	<p><i>The student</i></p> <ul style="list-style-type: none"> demonstrates a general understanding of the selected aspect of Canadian life provides a drawing or visual that demonstrates limited understanding, but is accompanied by a relevant, written explanation <p style="text-align: center;">OR</p> <p>provides a drawing or visual that communicates very well, and is accompanied by a less-complete, written explanation</p>

Student Response	Commentary
 <p>Aspect: multiculturalism</p> <p><u>It means Canada</u> <u>is very good at having</u> <u>different cultures in our</u> <u>country. We accept and</u> <u>respect each culture as</u> <u>it is. All Canadians are</u> <u>supposed to make all</u> <u>feel very welcome.</u></p>	<p><i>The student</i></p> <ul style="list-style-type: none"> shows a general understanding of the concept of multiculturalism (e.g., “it means Canada is very good at having different cultures in our country”) provides a drawing that contributes to an understanding of multiculturalism (e.g., greetings in different languages, two quarters labelled “Japan” and “Canada”)

***Selected-Response &
Written-Response Exam***

• *Part B: Written-Response Question*

Part B: Written Response Question

Student Task

All cultures are continually changing. If you were able to build an ideal culture for Canada, which features of Canadian culture would you keep? Are there any features that you would change?

Write a **complete, thoughtful, and clear** response to this question.

Use the knowledge you have gained in Social Studies and your experience to help you

- **select** important features of Canadian culture
- **give reasons** why you would keep or change these features
- **support** your reasons with examples and details

Scoring Criteria for Content and Thought

5	<ul style="list-style-type: none"> • The writer demonstrates an insightful understanding of the basic generalizations, concepts, and facts specific to the assigned task. • Supporting evidence* is specific, relevant, and accurate. • The response is consistent and coherent.
4	<ul style="list-style-type: none"> • The writer demonstrates a competent understanding of the basic generalizations, concepts, and facts specific to the assigned task. • Supporting evidence* is relevant and accurate. • The response is consistent, and coherence is generally maintained.
3	<ul style="list-style-type: none"> • The writer demonstrates a general understanding of the basic generalizations, concepts, and facts specific to the assigned task. • Supporting evidence* is relevant but incompletely developed, and may contain minor errors. • The response is generally consistent, and coherence may falter occasionally.
2	<ul style="list-style-type: none"> • The writer demonstrates a limited understanding of the basic generalizations, concepts, and facts specific to the assigned task. • Supporting evidence* is vague, may not always be relevant, and may contain factual errors. • The response may be inconsistent, and coherence falters frequently.
1	<ul style="list-style-type: none"> • The writer demonstrates a minimal understanding of the basic generalizations, concepts, and facts specific to the assigned task. • Supporting evidence*, if presented, is superficial, irrelevant, and may contain major errors. • The response is inconsistent and/or incoherent.
0	<ul style="list-style-type: none"> • Insufficient or blank

*Evidence — refers to examples, illustrations, and details used.

Calculation of Mark on Content and Thought:

Apply a weighting factor of 3 for **Content and Thought**.

Example : A student scoring 4 on the criteria would be assigned 12 marks for **Content and Thought**.

Scoring Criteria for Communication of Ideas	
5	<ul style="list-style-type: none"> The writing communicates the writer's ideas clearly and effectively. The writing is skillfully structured, and the relative absence of error is impressive considering the complexity of the response.
4	<ul style="list-style-type: none"> The writing communicates the writer's ideas clearly. Minor errors in conventions and structure do not reduce the clarity of communication.
3	<ul style="list-style-type: none"> The writing communicates the writer's ideas adequately. Communication is understood, despite errors in conventions and structure.
2	<ul style="list-style-type: none"> The writing is ineffective in communicating the writer's ideas. Errors in conventions and structure impede communication.
1	<ul style="list-style-type: none"> The writing is unclear and/or incomprehensible. Constant errors in conventions and structure severely impede communication.

Note: No mark is awarded for this scoring criteria if no mark was awarded for Content and Thought.

Calculation of Mark on Communication of Ideas:

Apply a weighting factor of 1 for **Communication of Ideas**.

Example : A student scoring 4 on the criteria would be assigned 4 marks for **Communication of Ideas**.

Score	Scoring Criteria
5 × 3	Content and Thought <ul style="list-style-type: none"> • The writer demonstrates an insightful understanding of the basic generalizations, concepts, and facts specific to the assigned task. • Supporting evidence is specific, relevant, and accurate. • The response is consistent and coherent.
5 × 1	Communication of Ideas <ul style="list-style-type: none"> • The writing communicates the writer's ideas clearly and effectively. • The writing is skillfully structured, and the relative absence of error is impressive, considering the complexity of the response.

Student Response

*Some of the things that are happening now would have to be improved, although others would be removed totally. at the present, in my eyes, Canada is very close to an ideal country.

Also, in the future Canada were to have an ideal culture, it would include many of the things in Canada today. I would keep the policy of multiculturalism. With that policy would come a combination of traditional and modern ideas. People of different cultures would be able to practice the old ways of their culture, but they would also accept the new ideas of other cultures. With the traditional ideas would come an intrinsic cultural web of customs. Where as with the new ideas, Canada's scenery would reach for the skies.

For the school system, I would make a few changes. For you see, the children of Canada aren't only the present but the future of our country. With a chance at a proper education, every child could work to build a better country and world. People shouldn't have to pay for an education, because it is a right learning and

Continued

Continued

Student Response

leading with our new generation will
help Canada in the future

another thing it would change
is money. There would be no
rich or poor. Everyone would
be equal. That way everyone would
survive more easily. If a money

making discovery was found, the money
would be given to the government that
way there would be no need for taxes.

The government then could fund education
and with the left over money they
could support countries less fortunate
than this "ideal" Canada. In that way
we could work towards an ideal world.

As you can see, Canada has great
potential for becoming ideal. With new
policies like these Canada could become
a role model for the world. In
time, the world would become ideal
too.

Score	Commentary
5 × 3	<p>Content and Thought</p> <p><i>The student</i></p> <ul style="list-style-type: none"> • <i>demonstrates an insightful understanding of the concepts</i> of multiculturalism, education, and money to describe how to build an ideal culture (e.g., “keep the policy of multiculturalism,” “shouldn’t have to pay for an education,” “if a money making discovery . . . no need for taxes”) • <i>provides specific details that are relevant and accurate</i> (e.g., “With that policy would come a combination of traditional and modern ideas,” “With the traditional ideas would come an intricate cultural web,” “with the left over money they could support countries less fortunate”) • <i>demonstrates a consistent and coherent response</i> by providing an excellent introduction (e.g., “Some of the things that are happening now would have to be improved, although others would be removed totally”) and an effective conclusion (i.e., “With new policies like these Canada could become a role model for the world”)
5 × 1	<p>Communication of Ideas</p> <p><i>The student</i></p> <ul style="list-style-type: none"> • <i>communicates ideas clearly</i>, using well-organized paragraphs for each concept <ul style="list-style-type: none"> – presents ideas effectively (e.g., “For you see, the children of Canada aren’t only the present but the future of our country,” “intricate cultural web of customs”) • <i>writes skillfully</i>, using complex structure and vocabulary (“cultural web,” “great potential”). The relative absence of error is impressive, considering the length and complexity of the writing.

Score	Scoring Criteria
4 × 3	Content and Thought <ul style="list-style-type: none"> The writer demonstrates a competent understanding of the basic generalizations, concepts, and facts specific to the assigned task. Supporting evidence is relevant and accurate. The response is consistent, and coherence is generally maintained.
4 × 1	Communication of Ideas <ul style="list-style-type: none"> The writing communicates the writer's ideas clearly. Minor errors in conventions and structure do not reduce the clarity of communication.

Student Response

If I were to build an ideal culture for Canada, I would keep many features of Canadian culture, for I believe that this culture is a very good one.

First of all, I would certainly allow all Canadian citizens to keep their cultural heritage because I believe that different cultures have a right to their own beliefs and values. I would also allow all cultures to live here (multicultural) because I think that Canada is all different cultures, not just one so I would also support the government's choice in spending money and making laws to help enforce multiculturalism.

Also, I do support bilingualism, but I do not think it should be a law. I think the government should strongly suggest it, but not enforce it with the law.

Continued

Continued

Student Response

Overall, I agree with Canada's decisions and laws, so I would not change anything else.
Canadian culture is important to me and my beliefs, and is truly a great culture.

Score	Commentary
4 × 3	<p>Content and Thought</p> <p><i>The student</i></p> <ul style="list-style-type: none"> • <i>demonstrates a competent understanding of the concept of multiculturalism (e.g., “allow all cultures to live here (multicultural) because . . . Canada is all different cultures”) and makes a statement about bilingualism, although does not expand on the idea</i> • <i>provides supporting details that are relevant (“different cultures have a right to their own beliefs and values,” “support the governments choice in spending money and making laws to help enforce multiculturalism”)</i> • <i>writes a paper that generally maintains consistency (“I do not think it should be a law,” “the government should strongly suggest it, but not enforce it with the law”)</i>
4 × 1	<p>Communication of Ideas</p> <p><i>The student</i></p> <ul style="list-style-type: none"> • <i>communicates ideas clearly in well-organized paragraphs, using transitions between paragraphs (e.g., “First of all . . .” “Also, I do support . . .” “Overall, I agree . . .”), and provides an effective introduction and conclusion</i> • <i>demonstrates good control of conventions, with only minor errors in spelling (e.g., “important”)</i>

Score	Scoring Criteria
3 × 3	Content and Thought <ul style="list-style-type: none"> • The writer demonstrates a general understanding of the basic generalizations, concepts, and facts specific to the assigned task. • Supporting evidence is relevant but incompletely developed, and may contain minor errors. • The response is generally consistent; coherence may falter occasionally.
3 × 1	Communication of Ideas <ul style="list-style-type: none"> • The writing communicates the writer's ideas adequately. • Communication is understood, despite errors in conventions and structure.

Student Response

If you were able to build an ideal culture for Canada, which features of Canadian culture would you keep and which would you change? I would keep the multiculturalism, traditions, customs, beliefs and values. I would improve the technology, such as computers, communicational devices.

I would end up keeping those traditional ^{United} features because that is why people come to Canada, and end up living here. Some people have grown up practising these certain features also. These features also help multiculturalism in different ways.

I would bring in new technology because I think Canada needs to improve in that area. As you might know, Japan's technology is ahead by five years, so if Canada improves its technology we won't have to buy Japanese products. They will be manufactured in our own country! (back side)

So I think if I keep these traditional features and bring in new, improved technology Canada will end up being a better country. Bringing in new technology will provide more jobs in Canada also.

Score	Commentary
<p>3 × 3</p>	<p>Content and Thought</p> <p><i>The student</i></p> <ul style="list-style-type: none"> • <i>demonstrates a general understanding of the concepts</i> of multiculturalism and technology to build an ideal Canada (e.g., “I would keep the multiculturalism, traditions, customs, beliefs and values,” “I would improve the technology”) • <i>provides supporting evidence</i>, “keeping those traditional (listed) features because that is way people come to Canada,” but does not completely develop this concept. Minor inaccuracies occur on the concept of technology (e.g., “Japan’s technology is ahead by five years”). • writes a paper that is generally consistent: “if Canada improves its technology . . . provide more jobs in Canada also”
<p>3 × 1</p>	<p>Communication of Ideas</p> <p><i>The student</i></p> <ul style="list-style-type: none"> • organizes the writing into distinct paragraphs, and provides an introduction (restates the question) and an adequate conclusion (e.g., “So I think . . . Canada will end up being a better country”) • <i>communicates adequately</i>, despite errors in conventions. The pronoun reference is inappropriate “So I think if I keep these traditional features . . . Canada will end up” <ul style="list-style-type: none"> – a minor spelling error, “technoloay,” does not interfere with the communication of ideas.

Score	Scoring Criteria
2×3	<p>Content and Thought</p> <ul style="list-style-type: none"> • The writer demonstrates a limited understanding of the basic generalizations, concepts, and facts specific to the assigned task. • Supporting evidence is vague, may not always be relevant, and may contain factual errors. • The response may be inconsistent, and coherence falters frequently.
2×1	<p>Communication of Ideas</p> <ul style="list-style-type: none"> • The writing is ineffective in communicating the writer's ideas. • Errors in conventions and structure impede communication.


Student Response

In my culter I would let all kind of Religions in the culter becuase they are going to be differ types of Racies so If there are a lot of Religions there will not be that much fighting in the culter. The culter might make people feel weclom because of all the different kinds of people. there would be no Racism in my culter because ~~at first I thought to call them names then to kill them~~ because it herts other people more then takeing the rights away from them. It kills the life out of people. my culter ~~we~~ would be nice to live in.

Score	Commentary
<p>2 × 3</p>	<p>Content and Thought</p> <p><i>The student</i></p> <ul style="list-style-type: none"> • <i>demonstrates a limited understanding</i> of the concept of religion in a culture: “I would let all kind of Religions in the culter becuase they are going to be diffren types of Racies” • <i>provides confusing evidence</i>: “a lot of Religions,” therefore “there will not be that much fighting in the culter” • <i>demonstrates faltering coherence</i> “no Racism in my culter becaus it herts other people more then takeing the rights away from them”
<p>2 × 1</p>	<p>Communication of Ideas</p> <p><i>The student</i></p> <ul style="list-style-type: none"> • <i>communicates ineffectively</i>, because the writer’s ideas are not well developed although the intent of the writer is evident (e.g., “It kills the life out of people.”) • numerous errors in sentence structure, punctuation, and spelling (e.g., “culter,” “becuase,” “diffren,” “weclom,” “herts”) impede communication



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